DOCUMENT RESUME

ED 372 005 SO 024 061

AUTHOR McKinnon, Mike
TITLE Common Ground: Practical Ideas To Promote Interdisciplinary Cooperation between Social Studies and Second Language Instructors.
SPONS AGENCY Goethe House, New York, N.Y.
PUB DATE 92
NOTE 39p.
AVAILABLE FROM American Association of Teachers of German, 112 Haddontowne Court, Suite 104, Cherry Hill, NJ 08034 ($4).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Design; Elementary Secondary Education; Foreign Countries; *German; *Instructional Improvement; *Interdisciplinary Approach; *Second Language Instruction; *Social Studies
IDENTIFIERS *Germany

ABSTRACT

This document promotes teaching about foreign cultures through the combined efforts of school social studies and foreign language departments. Using the example of Germany and the German language, the document shows how instructors can take an interdisciplinary approach that broadens student exposure to, and thereby learning of, second cultures. Through 12 lessons, students learn the details of life in Germany while simultaneously learning to speak German more fluently. Lessons follow proven classroom instructional strategies that work to teach students about unfolding events in a newly reunited Germany in a new post-Cold War Europe. Each lesson can stand alone; in combination, the lessons offer a menu of choices that touch the multifaceted issues and events that mark a continent in ferment. (SG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 005

Common Ground

Practical Ideas to Promote Interdisciplinary Cooperation between Social Studies and Second Language Instructors

Mike McKinnon

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mike McKinnon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 024 061

BEST COPY AVAILABLE

To: Holger, Renate, Jan und Kai Siemantel of Backnang-Heiningen, Germany ... a family that personalized my common ground of understanding and friendship.

© 1992 by Mike McKinnon
Coordinator for Social Studies
and Second Language Instruction
Janesville School District, Wisconsin

Editing, Layout: Jörg Rautzenberg

"COMMON GROUND"
was produced with the support of the
Goethe House New York

Copies of this publication
can be obtained at the price of $ 4.00
(incl. handling/postage) from:

American Association
of Teachers of German (AATG)
112 Haddontowne Court
Suite 104
Cherry Hill, NJ 08034
Tel.: (215) 795 5553

Photos::
German National Tourist Office (4),
Daimler-Benz AG (4), German
Information Center (9, 11, 22, 24),
American Heritage's "History
of World War I" (17,18,19), Globus
Bilderdienst (32), Foreign Office
of the Federal Republic of Germany
(33). All other photos
by the author.

BEST COPY AVAILABLE

Common Ground

Practical Ideas to Promote Interdisciplinary Cooperation between Social Studies and Second Language Instructors

Mike McKinnon

TABLE OF CONTENTS

Common Ground 3

Why Germany? 4

Germany A to Z 7

A Mosaic of Germany 9

Making Connections 10

Air Germany 12

Sister Classroom 14

Students Speak Out Bulletin Board 15

All Quiet on the Western Front 17

Keeper of the Light 19

Germany is not an Immigrant Country 24

Wind of Change 27

Europa Center 28

COMMON GROUND

Practical Ideas to Promote Interdisciplinary Cooperation

The purpose of "Common Ground" is straightforward. Its goal is to promote cooperation and integration of instruction between teachers of German and their peers in Social Studies and elementary classrooms.

Philosophically, this initiative is based on three premises:

1. Cross-discipline planning and teaching enhances student learning by providing appropriate and meaningful exchange opportunities.

2. Social Studies and German teachers share a "common ground" in addressing a Europe marked by rapid change and historic events.

3. German and Social Studies teachers have a common interest in culture ... in identifying similarities and differences of lifestyles that help students increase their sensitivity to and understanding of the realities of an emerging European dimension in our contemporary world.

During the last two years over seven hundred Social Studies and second language teachers were surveyed to ascertain the degree of openness to interdisciplinary planning and common program delivery. The vast majority of instuctors in both academic areas voiced their enthusiatic support for this initiative. Furthermore, each group denoted the importance of moving from rhetoric to action in realizing concrete classroom applications that bridge disciplines to enhance student learning.

"Common Ground" provides a blueprint for that cooperative effort. The twelve lessons that follow outline proven classroom-tested instructional strategies that work to teach students about unfolding events in a new Germany in a new Europe. Each lesson can stand alone. In combination they offer a menu of choices that touch the multifaceted issues and events that mark a continent in ferment.

Pragmatically these interdisciplinary lessons are designed to be delivered in a relatively short time frame. They are built on the premise that initial cooperative undertakings need to be defined within parameters that are realistic to the time and turf constraints that hinder innovation.

"Common Ground" is success oriented. When German language and Social Studies teachers experience the mutual satisfaction associated with interdisciplinary teaching, they will want to explore additional avenues which continue that link. These strategies, from the simplistic to the complex, offer a range of alternatives in cementing that ongoing, professional relationship.

Open the door to cross-discipline learning. Discuss with your Social Studies or German language colleague the merits of working together to improve how and what we teach about the Federal Republic of Germany in an emerging European community. Both academic fields share a common expanse of interest. "Common Ground" suggests ideas on how to turn that willingness to cooperate into practical classroom realities.

Why Germany?
A Rationale for Instructional Focus

As educators, we are well aware of time constraints that limit what we can teach. A multitude of directives, both mandated and inferred, define to a large degree our foreign language and social studies curricula. Instructional time is a valued commodity. If German language and social studies teachers are to establish a common ground of cooperation in addressing contemporary Germany, there must be mutual agreement that it is time well spent. "Why Germany?" establishes that rationale and supports needed classroom focus on a united Germany's role in an emerging European community.

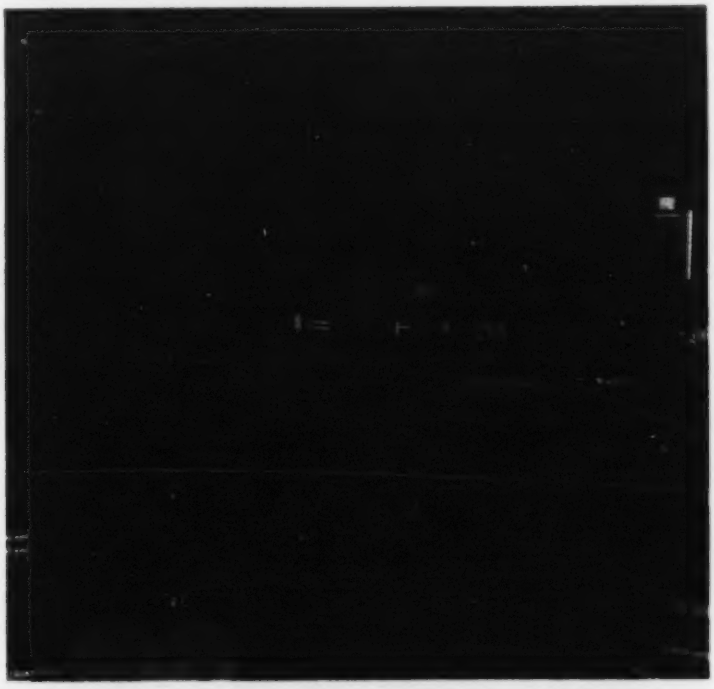
"Why Germany?" as a lesson plan and point of departure introduces students to the study of the Federal Republic by having them brainstorm and suggest reasons for such an instructional emphasis. Students are expected to draw assumptions about the importance of Germany within a European and global framework. Social studies and German language teachers can use this exercise as a measure for determining prior learning about Germany and adjust instructional emphasis accordingly.

The lesson, which may encompass one or two class periods, begins with the distribution of a "Why Germany?" activity sheet. This work sheet, co-developed by a German language and social studies teacher, should be designed to solicit initial input on the importance of studying Germany. It may include a map of Europe and some basic factual information about a united Germany (i.e., population, major industries, etc.).

Germany's long history of innovation and quality is recognized around the world.

Working independently or in small groups, students brainstorm on reasons why they should study the Federal Republic of Germany. Based on prior knowledge and the general data provided, students develop their tentative list of assumptions. The classroom teacher discusses with them these observations and summarizes each on an overhead transparency. These conclusions are then compared with those identified in the transparency master "Ten Reasons to Study the Federal Republic of Germany" (see next page). Similarities, differences, and new areas of importance are discussed. Helpful in this comparison will be information provided in the transparency discussion guide that is also included for your utilization.

Upon completion of the activity, each student should be able to identify and note the interrelationship of major assumptions about the importance of studying a united Germany in an integrated Europe. You can bring closure to the exercise by having each student state in one paragraph their response to the question "Why study Germany?"



Frankfurt - a city of many faces where traditional architecture meets the skyscrapers of the financial district.

BEST COPY AVAILABLE

TEN REASONS TO STUDY THE FEDERAL REPUBLIC OF GERMANY

1. A united Germany is a key participant and economic kingpin in an emerging united Europe.

2. It can be studied as a model of post World War II reconstruction and a microcosm of "cold war" conflict.

3. The Federal Republic is geographically located in the center of Europe with political, economic, and social windows that open East and West.

4. Germany is the ancestral home for centuries of immigrants to America.

5. It offers an interesting dichotomy for higher-level thinking application - fierce adversary/loyal ally.

6. Germany is an industrial giant in Europe and one of the top three leading exporting nations in the world.

7. Germany has provided a legacy of literary and political thought that has impacted the evolution of Western Civilization.

8. The Federal Republic is a land of contrast ... old/new, urban/rural, industrial/agricultural ... factors that can be emphasized in improving a student's ability to compare and contrast relevant data.

9. Germany is a popular tourist destination, only behind the British Isles, in the number of yearly American visitors.

10. The study of contemporary German society can dispel stereotypes of the Hausfrau in Dirndl and the ruddy-faced Bavarian accordion player in Lederhosen being characteristic of the German people.

Discussion Guide

This discussion guide is designed for use with and is organized parallel to the "Ten Reasons to Study Germany" on page 5. The additional information provided here may be helpful for illustration and example in elaborating on the individual reasons for German study.

1. 1992 is the deadline set by the 12 member states of the European community to abolish any remaining barriers to internal trade. By entering into partnership with each other, they seek to promote democracy, peace and equalized prosperity. The Federal Republic of Germany has been a prime mover in this union. It was a charter member of the European Economic Community (Common Market) in 1957. As the leading industrial giant in this evolving partnership of western European nations, Germany has pressed for the free flow of people, goods, services, and capital.

The Federal Republic of Germany is a land of contrast ... old/new, urban/rural, industrial/agricultural.

2. Germany, in general, and Berlin, in particular, can be the focal point of instruction that exposes students to former east/west tension, difference and change. You may wish to use a historical approach that examines agreements made during and after the war that divided Germany and Europe. You may also wish to highlight the Berlin Airlift of 1948-49, and the construction of the Berlin Wall in 1961. Special attention should be given to the post war economic recovery that has been called a miracle. Current immigration policies, the role of guest worker, and political unrest in the former Soviet Union and Eastern Bloc countries could also be addressed.

3. Economically and politically a united Europe is situated at the midpoint of the continent. Germany covers an area of 137,744 square miles and is the third largest European Community country after France and Spain. It is surrounded by nine countries. Its southern border with Switzerland and Austria is marked by the Alps. To the east Germany shares a mountainous frontier with Czechoslovakia and is separated from Poland by the Oder and Neisse rivers. Its western neighbors are the Netherlands, Belgium, Luxembourg, and France, while northward Germany touches the peninsula of Denmark.

4. Question ... Which state has the highest percent of individuals who claim German ancestry? Answer ... Wisconsin, 52%. It is also the second most commonly taught foreign language in the Badger state. The first great waves of German settlers arrived in what is now the United States in the 19th Century.

5. Most students will need help here. Define dichotomy. Cite examples that range from the Revolution of 1848 to National Socialism, enemy to trusted friend, Johann Wolfgang von Goethe to Joseph Goebbels, Karl Marx to Helmut Kohl, Berlin Wall to Ostpolitik.

6. Germany is the industrial giant of western Europe and is the leading exporting nation in the world. In 1987, it was an "unstoppable export machine" sending more than 294 billion dollars of goods and services to foreign markets. By contrast, the United States, during this time span, exported 250.4 billion dollars and Japan 231.1 billion dollars. The International Monetary Fund noted that during 1987 France was a distant fourth with foreign trade equaling 148.3 billion in U.S. dollars.

7. To name a few: Marx, Engels, Mann, Schiller, Nietzsche, Goethe, Luther, Dürer, Heine, Lessing, Hegel ... not to mention the cultural impact of Bach, Händel, Haydn, Mozart, Beethoven, Friedrich, Schubert, Schumann, Mendelssohn and Schinkel.

8. You may wish to have your students identify similar contrasts in the United States. An appropriate area for common comparison is between our Constitution and German Basic Law. Both are blueprints of government design based on a federal model and include separation of power, a Supreme Court, and Bill of Rights.

Situated in the middle of Europe, Germany has been greatly influenced by her eastern neighbors.

9. Reasons most often given for travel to Germany:

- natural beauty and charm of the country
- ancestral homeland
- historical heritage
- quality and efficiency of transportation and available accommodations
- English is widely spoken
- festivals and holidays
- food and drink

10. The final reason relates to question #4 in the student activity "Why Germany?" Based on their responses, are there other stereotypes of Germans today that need to be addressed? (i.e., the German driver on the Autobahn, Sergeant Schultz, beer garden, etc.). □

Germany A to Z

Germany A to Z" is a simple activity that is highly successful in stimulating and promoting both individual and collective student commentary about the Federal Republic of Germany. It can be used in both social studies and German classrooms with English or German language responses being appropriate. As with other lessons in this series, the utilization and inclusion of German language vocabulary in English-speaking classrooms is encouraged.

"Germany A to Z" can be done individually, as a cooperative learning activity, or in small groups.

The purpose of this activity is to foster student reflection and discussion about the makeup of the Federal Republic of Germany. Each learning group is given 26 index cards. The cards are labeled from A to Z. The students' task is to identify 26 key components of German life that begin with the associated letter. What must be made clear to each student is that each one or two sentence response must be an important representation about the past or present composition of Germany and her people. This is not an exercise to determine what is the first English or German word the student can think of that starts with A or B ... but rather a discussion of the significance of viable options, drawn from economic, political, historical, and cultural perspectives that describe the land and the people of Germany.

If given as a homework assignment, students should be encouraged to draw from diverse materials in determining their answers. If used as a classroom activity, the teacher should supply suitable reference materials to promote the same idea.

The following is an example of a "Germany A to Z" file.

Aachen - One-thousand-year-old city situated where three highly developed western European nations converge - Belgium, the Netherlands, and Germany.

Beer - The national drink of Germany. Many German cities have their own breweries that make beer to be served in the glasses or steins.

Bundesbank - Central bank of Germany.

Charlemagne - Crowned emperor of the Holy Roman Empire in Rome in 800 A.D. He resided in Aachen. His tomb and throne can be seen in the city cathedral.

Deutsche Mark (DM) - West Germany currency divided into a hundred pfennigs. Notes come in 500, 100, 50, 20, 10, and 5.

English - Spoken by many Germans. It is formally introduced in the fifth grade and is studied by all students.

Frankfurt - Located almost in the geographic center of the country, it is a major air, ship and rail crossroads for economic activity.

Grundgesetz - The German constitution or basic law.

Hauptschule - Junior secondary school. Most students, who leave it at the age of 15, move into vocational training for the next three years.

Industry - Germany is the major industrial giant of Europe with international impact in the aerospace, automotive, chemical, electrical engineering, iron production, and shipbuilding industries.

Jobs - From the late 1950's to the early 1970's, the Federal Republic enjoyed full employment; this was a key factor in the introduction of "guest workers" mainly Turks, Yugoslavs, Italians, and Greeks.

Karstadt and Kaufhof - The two largest department store chains whose buildings are usually found close together in pedestrian shopping zones in most German cities.

Kindergarten - A German institution adopted by many countries. Unlike the public school system in the United States, kindergartens are not a part of the formal school system. They are voluntary, open to pupils between the ages of 3 and 6 and are operated by local governments, churches, private businesses, or individuals.

Länder - The federal states of Germany. The "old" Länder are those of the former West Germany and include the city states of Hamburg, Bremen and Berlin. The five "new" Länder are those which were reconstituted in East Germany shortly before they acceded to the Federal Republic in the act of unification in 1990.

Mittelstand / Mittelständische Industrie - Small- and medium-sized businesses that are particularly efficent in output due to their flexibility and personal involvement of its management.

Museums and Music - There are over 800 major collections housed in Germany, while the symphonies of Beethoven and operas of Wagner are enjoyed worldwide.

Nietzsche, Friedrich - The most influential German philosopher of the late nineteenth century. His books challenged existing morality and values.

Oberammergau - A wood-carvers' village that hosts the famous open-air Passion Play that focuses on the betrayal, trial and death of Christ. First performed in 1634, it is performed by villagers every ten years.

The Staatliche Museum in Berlin is the home of prized collections from Ancient Babylon.

Population - With a population approaching 80 million, including 4-6 million foreigners, Germany is one of the most densely populated countries in Europe.

Quandary - Uncertain about what to emphasize in teaching about Germany? See "Ten Reasons to Study the German Republic."

Reichstag - German parliament building in Berlin that was originally constructed in neoclassic style in the late Nineteenth Century. Heavily damaged by arsonists in 1933, it has been rebuilt and will again house the parliament after the government has moved back to Berlin from Bonn.

Another "T" word ..... the Traband or former East German "Trabi", was known for its lack of horse power and high level of pollution. This relic of inefficiency has long been the focal point of humor, deserved condemnation and recently ... unsolicited affection.

Sausages - A familiar food staple with a bun and dab of mustard. There are several hundred varieties including weisswurst (white sausage), knockwurst, bauernwurst (farmer's sausage), as well as Wisconsin favorites, bratwurst and frankfurters.

Sozial Markwirtschaft - The social market economy is the cornerstone of German prosperity and growth. The economic process is determined by the private initiative of the consumer and the producer with the government establishing the framework to promote growth and competition.

Teachers - Generally speaking, future primary and hauptschule teachers study for six semesters at special teachers training colleges or universities. Longer university study is required for secondary teaching. All applicants for the teaching profession must pass an examination, complete a practicum and a second written examination. Generally those hired are appointed civil servants for life.

Treuhandanstalt - The agency responsible for privatizing the state-run companies in the former German Democratic Republic.

U-Bahn - Subway ... fast, convenient, clean and modern.

Vacation - Sixty-five percent of German workers are entitled to six or more weeks of vacation yearly.

Wine - Simple summary ... mostly white ... Rhine (in tall brown bottles) and Moselle (in tall green bottles) among others. When looking at the label, remember there are various categories of German wine, such as Tafelwein (table), Qualitätswein (better), and Qualitätswein mit Prädikat (best).

Wirtschaftswunder - The miracle of economic recovery following World War II.

Xmas - (Sorry for the abbreviation I hate!) One simple fact ... Kris Kringle was German. So was the first Christmas tree.

Yalta - British, American and Soviet leaders met here, and at Potsdam, to decide the fate of Germany and Eastern Europe after World War II.

Zimmer frei - Translates "Room Available". It's a welcome sign for budget-minded travellers to experience the diversity, history, and charm of a land and its people.

Although this example consists primarily of texts written in English, German language responses also would have been suitable. Dual letter reference (one in English, one in German, i.e., Teachers/Treuhandanstalt)could be included to illustrate to the social studies teacher the importance of using German vocabulary in their teaching about Germany.

Once the assignment is completed, there are several follow-up activities that can be adapted to your lesson plan. The most popular is to have selected students, or learning groups, record their general response (music, Oberammergau, population) in letter-related columns on the chalkboard.

Students are then asked to elaborate on their responses. Summary questions can be framed to solicit student consensus as to which individual items best represent life in Germany today or the multifaceted character of the German people.

To assist learning about Germany in elementary grades, students in one high school agreed on suitable letter associations and developed age-appropriate illustrations and narratives that were reproduced and shared with younger children.

"Germany A to Z" can be altered to fit limited time constraints. One idea is to break your class into small groups and assign each group a series of letters (A-E, F-J, K-P, Q-U, V-Z) with a specific focus; i.e., geography ... history ... everyday life. □

A	B	C	D	E	F
Aachen	*beer*	*Charlemagne*	*(DM)*	*English*	*Frankfurt*
agriculture	*Bach*	*cars*	*Danube*	*education*	*festivals*
Alps	*Bavaria*	*church tax*	*Dresden*	*Engels*	*food*
Autobahn	*Berlin*	*coal*	*Democracy*	*EEC*	*forests*
Adenauer	*Bismarck*	*CSU*	*Dachau*	*elections*	*foreign trade*

A Mosaic of Germany

The purpose of this activity is to create a collage of Germany which is an ongoing, evolving teaching tool that can be utilized in both German language and social studies classroom. The first step is to create the collage; the second is to use it as a learning station.

"A Mosaic of Germany" is a wealth of visual illustrations that portray the complexity of the people, issues and geographical features that mark the newly-united Federal Republic. It is a collage of images that provides students with sensory clues on diverse elements of German culture.

What appears initially to the social studies or German language student as a random collection of color photographs, headlines, newspaper stories, and reproduced art work is, upon examination, a carefully planned network of ideas that stimulate student comment and analysis.

Individually, or in collaboration, teachers and students from both academic areas collect suitable mosaic materials that are associated with identified sub-themes. Current and dated magazines from Germany, the United States, and other global publishers are good places to start ... as are outdated calendars, textbooks, and newspapers. Postcards are another valuable resource.

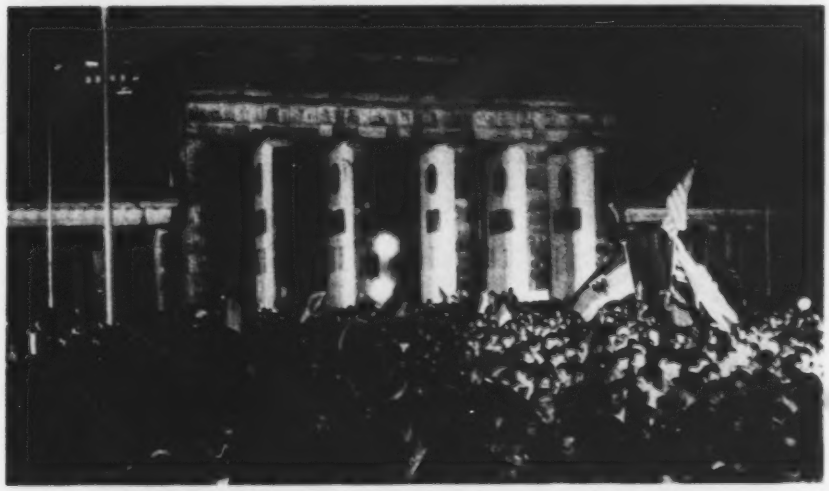
The mosaic may vary in size. Most appropriate is a standard room-size bulletin board. Based on instructional emphasis and, pragmatically, the amount of collected materials, the space on the bulletin board is divided into specific content grids. Referring to the mosaic grid reproduced above, the teacher team decided on two anchor grids (III) "Issues in Unification", and (IV) "The Land and the People of German Speaking Countries") that are larger in size and scope. Along with (I) "Germany in a United Europe" and (V) "Germany Yesterday", they are permanent components of the mosaic and will receive ongoing attention. Mosaic grid (II) "Minorities in Germany" and (VI) "Germany Today" are temporary and will change based on the introduction of new topics (i.e., the five new Länder) or developments in Germany today.

To assist in common reference, the Germany mosaic has an identification system that is easy to use. On the left-hand side of the bulletin board, equally spaced segments of the vertical plane are numbered sequentially, while the top of mosaic advancing letters of the alphabet (A-L) are arranged in uniform steps from left to right. To focus attention on a particular segment of the mosaic, the ccordinates "F-5" are given. By moving down from F and across horizontally from 5, common attention can be directed at an issue in unification; i.e., acid rain and the Black Forest.

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3		*Germany in a United Europe* I				*Issues in German Unification* III					*Germany Yesterday* V	
4												
5												
6												
7		*Minorities in Germany* II				*The Land and the People of German Speaking Countries* IV					*Germany Today* VI	
8												
9												
10												

This grid format is also highly conducive to making comparisons. By using two or three different identification numbers, teachers can solicit recognition of cause and effect relationships and have students hypothesize on the impact each has had upon the other; i.e., (B-8) Turkish guest worker and (F-5) a mosque in Aachen, or (K-2) Otto von Bismarck and (J-8) Chancellor Helmut Kohl.

In a similar vein, entire grids may be used to foster individual or discussion group commentary. The interrelationship of (V) "Germany Yesterday" to a (I) "Germany in a United Europe" makes students tie the legacy of the past to the realities of 1992. Concentrated atten-



During the night of October 3, 1990 a crowd of one million celebrated the unification of Germany. Associated economic, political and social costs have tested the mantle of that resolve.

tion can also be directed at one specific grid. A careful analysis of (II) "Issues on German Unification" will pinpoint policy issues that need to be addressed: comprehensive or tracked schooling, abortion rights, price controls, treatment of former communists, immigration, confiscated property, staggering cost of unity. Clarification and the interconnectiveness of these issues would make for an interesting debate or a position paper homework assignment in both social studies and German language classrooms.

Make It Work! Tip

Need color photographs of Germany? ... Consider "travel agent trash". Each year at your local travel agency boxes of new promotional materials replace outdated brochures, tour booklets, posters, etc. Call them and let them know you would like to recycle those pamphlets that deal with Europe in general and Germany in particular. In the process you may be motivated to develop a simulated study tour of German-speaking countries ... a strategy that in the future you may like to share with "common ground" readers.

Another valuable illustrated resource is SCALA, a bimonthly magazine from Germany. Single copies are available from the German Information Center, 950 Third Avenue, New York, NY 10022. □

Chemistry students in a Gymnasium in Berlin prepare for careers in a Germany that will demand skill in scientific thought and process.

Making Connections: An Exercise in Interrelationships and Inference

The purpose of this instructional strategy is multifaceted. It is an attempt for students, individually or collectively, to draw meaningful relationships between "sets" of terms associated with contemporary Germany. Within the context of a historical framework, political, economic, and social change, the following items tell much about the character, diversity, and foundations of the new Federal Republic.

Beer, Oktoberfest, Pork

Armageddon, Cold War, United Germany

Kinder, Küche, Kirche
Roman ruins, narrow cobblestone streets, Autobahn

Munich, Bremen, Berlin

Charlemagne, EEC, 1992

Catholics, Protestants, Turks

GDR, FRG, "Anti-Fascist Protection Wall"

Bach, Goethe, Marx

Acid rain, Waldsterben, Green Party

Easter, children, Osterhase

Basic Law, 1949, unification

Immigration, 1952, 1991

Wirtschaftswunder, Siemens, Labor Unions

Clubs, Stammtisch, Skat

Thirty Years' War, Holocaust, "Hour Zero"

NATO, Warsaw Pact, Eastern Europe 1991

This is a culminating activity. It is assumed that students have a familiarity with the terminology. The terms are combined in sets of three. The procedure is as follows:

- First, students are asked to establish a relationship among the items in each set.
- Second and most important, they are required to identify the significance of the connection and use it to make an inference about Germany and its people.

In most cases students are given a choice in the number they must answer. Not to overwhelm them, they are asked to respond in two or three sentences with a suitable association.

An example of a typical student response to the set *(regionalism, dialect, and custom)* is:

"Germany is made up of many ethnic groups that speak their own dialect. Historically and culturally each ethnic group evolved separately in a different region of the Federal Republic and has its own customs. All people in Germany today are not alike."

The objective of the lesson is not an extended dialogue on possible relationships, but the general recognition of linkage and interconnectiveness of people, ideas, and events that the student may have grasped only in isolation.

On the following page are a number of sample sets that can be used in drawing general inference about Germany past, present, and future. The degrees of abstraction reflect an attempt by the author to promote the utilization of a variety of lower and higher level thinking applications.

German language items are included to add richness to the exercise, while pragmatically demonstrating the value of second language ability in analysis, synthesis, and evaluation.

There are numerous modifications that an individual teacher can use to reflect his/her own preference. Some instructors have found it easier to work with pairs of terms rather than sets of three. Others considered using a fourth space for students to add their choice in extending meaning. Another alternative is to mix-up choices in vertical columns (A,B,C) and have students make their own links by connecting and explaining items in each.

A	B	C
Konrad Adenauer	*Kinder*	*United Germany*
Beer	*Weimar*	*Turks*
Armageddon	*FRG*	*Autobahn*
Imperial	*Cold War*	*Erich Honecker*
Hausfrau	*Ludwig Erhard*	*Berlin*
Roman ruins	*EEC*	*"Anti -Facist Protection Wall"*
Munich	*Oktoberfest*	*Küche*
Charlemagne	*Protestants*	*Nazi Germany*
Catholics	*Bremen*	*1992*
GDR	*Narrow cobblestone streets*	*Pork*

Typical student response #1: *Catholics, Protestants, Turks*

"The Christian population of Germany is currently divided between Catholics and Protestants. Most Catholics live in the south, while most Protestants live in the north. Since World War II many Turks have come to Germany. One and one-half million of these are Muslim. Germany is made up of many different religions."

Using this model, it cannot be expected that students will make the connection which you anticipate. This exercise is meant to be open-ended. Students, working independently or in small groups, are encouraged to experiment with a number of possible associations.

Typical student response #2 reflects that type of probe ... *Munich, Weimar, Nazi Germany.*

"In 1923, Hitler led the Nazis in an attempted coup in Munich. The coup against the government of the Weimar Republic failed and Hitler was imprisoned. While in jail, he wrote 'Mein Kampf' setting forth his views. 'Mein Kampf' became the guidebook of the Nazis."

German language and social studies teachers may alter the activity by providing visual representations for student analysis and interpretation. In place of term lists, photographs of historical events, artifacts, and personalities could be intermingled with written vocabulary. Another option is to develop sets of photographs that students must connect with associated rationale and justification.

Whatever its classroom application, this technique has proved to be a valuable tool in encouraging discussion and high level thinking. □

One alternative in classroom use is to integrate a photograph with written expressions. A picture with the Reichstag with the terms "shadow of history" and "European Community" will stimulate both historic and futuristic probes.

BEST COPY AVAILABLE

Air Germany

The worlds of imagination and of simulated real-life experience comes together in an activity called "Air Germany". The target group is classes of intermediate grade students involved in the study of "People Around the World". For two weeks they actively experience Germany.

This unit of study was jointly planned by a high school German language teacher and a third grade elementary teacher. The emphasis was on a simulated study tour of the Federal Republic of Germany that featured the students "first transatlantic flight". Instructional

German language teacher Linda Miller enjoyed the enthusiasm that third grade student demonstrated in learning simple greetings and vocabulary.

time was taken out of the social studies block. For one week these third grade students learned about Germany from a variety of age appropriate resources. Of special help to them was a bulletin board "Let's Learn About Germany" that was developed by Level I German students. In addition to the attractive display that featured information on the geography, customs and lifestyle of Germany today, high school students developed related work sheets and a teacher's guide to be used in the visiting instructors' own elementary classrooms.

The success of Air Germany rests on the shoulders of high school second language students working with their younger peers.

After this initial exposure, elementary students prepared for their week-long field study in the Federal Republic of Germany. With the help of older students who functioned as "bilingual travel agents", they learned about the need to complete the relevant paperwork and obtain a passport. They also had to decide what to pack in their suitcases made from heavy construction paper. Each student was limited to one piece of luggage. After learning they would be visiting German cities, a farm, the mountains, and would be traveling on a tour bus, they were asked to pack needed items by drawing a picture of that choice on their suitcase. With the help of their travel agent, they printed the German word for each piece of clothing, toiletries, toys, etc., next to the item.

On the day of their departure, students arrived at the international airport to find a Lufthansa jumbo jet waiting for them. The airplane was situated in a large activity room and the students entered through the back of the plane. The appearance of the inside of a transatlantic carrier was achieved by the use of large pieces of plastic tarp that were mounted over oval frames. A large fan circulated air to create a bubble effect. Student chairs were arranged in rows, and students took assigned seats that they received at check in.

To meet them on board was their Lufthansa flight crew ... again high school German language students, who during the duration of the flight, served them a Bavarian treat, led them in simple German songs and showed them a German travelogue video.

"Arriving" in Germany students spend the next week "experiencing" Germany by taking part in a rich variety of learning activities. A sampling of these involvements included a trip to the Berlin Zoo, a visit to a medieval castle, and "homestay" with a new German friend.

The German study tour concluded with a gala welcome home party for students and their parents. At this time, students reflected on their visit to the German Republic and entertained their families with German songs and games.

Packing a suitcase and learning the German language term for each item was a positive experience for this involved Roosevelt student.

Suitcase, Lufthansa air ticket and a passport in hand, students check in at Air Germany International Airport Terminal.

A videotape of each child highlighted what they found most memorable about their overseas adventure. Most importantly, they introduced and thanked their fellow students from high school German language classes who had contributed so much to this enjoyable and meaningful learning adventure.

Make It Work! Tip

"Air Germany" is a cooperative exercise that is highly suited to an elementary school's reading motivation program that has as an objective increased student awareness of the world around them. Adaptations of the general design have included the increased involvement of German students in additional direct-learning contacts with their younger peers. At the optimum, three weeks of multi-age experiences can be utilized to include the following types of activity-based experiences:

- The production and staging of a Grimms Fairy Tale. "Hänsel and Gretel" is a good choice. While in Germany, elementary students could enjoy an evening at the theater!
- Level 4 and 5 German language students, emphasizing Total Physical Response techniques, teach elementary students basic German greetings and vocabulary. It is expected that these simple phrases will be used extensively by the children and their teacher while on their study tour of Germany.
- Take the students on a Rhine cruise. High school German language students can act as tour guides in creating the impression of a river journey that is filled with folklore and charm. The activity room that housed a 747 jumbo jet can also provide anchorage for a river steamer. A major difference is that an entry plank replaces a ticket gate. While on board students are shown slides of the river and historic and cultural sites on shore. The slides are progressive in suggesting the movement from one interesting place to another. The use of a boat whistle also offers an auditory clue that the vessel is moving to a new destination. Interspersed with the slides are short high school student commentaries about the legends that live on about the Rhine. The 30-minute cruise can be spiced with taped or performed music.
- Have older students work with the physical education instructor in teaching elementary students German dances and games.
- Role playing ... dressed and made up to look and act like historic or ethic counterparts, German language students assume the persona of Frederick the Great, a Charlemagne, or representative ethnic minority. They intermix with their elementary counterparts discussing the importance in German history and society. □

This third grade student was welcomed home from the Air Germany adventure with a bouquet of flowers and a colorful balloon.

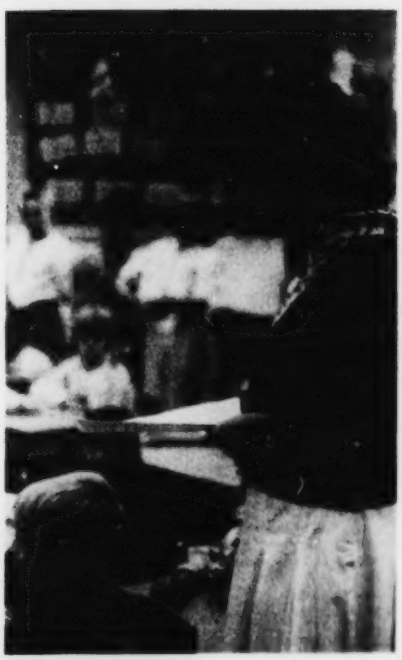
This German II student assumed the role of storyteller in the "Bremen Town Musicians."

A simulated Rhine River cruise can be filled with folklore and charm.

Sister Classroom

Interdisciplinary planning and cooperation are not limited to a single building, age group or grade. Many of our best examples of cooperative German language and social studies instructional focus are between teachers and students at different grade levels and schools.

"Sister Classroom" is a personal initiative whereby American teachers and students seek out their peers at a school in Germany to engage in cross-cultural exchange. It works best when educators

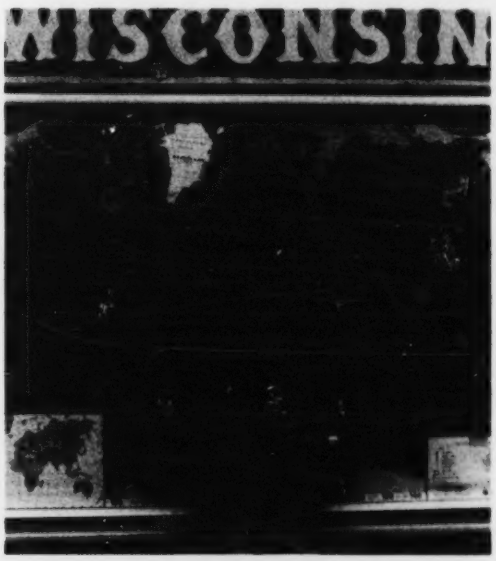


The willingness of elementary teachers to plan and work with their professional peers in developing classroom ideas to increase awareness of another culture provides teachers of German language with a unique opportunity to focus attention on contemporary Europe. The use of discovery packets is a practical strategy to realize that objective.

from both countries have been in personal contact with each other. The aim of the linkage is to personalize a cross-cultural, international dimension in children's awareness of their world.

The Project

"Sister Classroom" is an ongoing project that is limited in scope. It links third and fourth grade classrooms through the exchange of **"Discovery Packets"**. These informational resources are put together by German and American school children as representative collections that depict aspects of their lives that make them both similar and different. High school language students bring to the project their linguistic skills by helping to translate the written materials that come with the packets.



Students are eager to expand their knowledge about a world that is increasingly interdependent. This student's study of a changing Germany in an evolving Europe helps build a global perspective.

"Discovery Packets" with themes like "Sports and Recreation," "School Life" and "My Community" have been valuable teaching tools in familiarizing German and American elementary students with each other.

Holidays are a popular theme in this cross-Atlantic exchange. Barbara Howard, an Exceptional Education Needs teacher in Janesville, Wisconsin, outlined the composition of her classroom's Discovery Packet for a sister classroom in Germany:

Discovery Packet
Topic: Valentine's Day

Items to include:

1. Brief history of Valentine's Day written by children

- Americans began sending valentines during the Civil War
- flowers were pressed and dried to decorate cards
- cards were decorated with ribbon, lace, satin, feathers, pearls, and diamonds
- valentines included fancy verses
- Valentine's Day originated with conventional medieval beliefs held in England and France

2. Collection of Valentine's Day cards

- commercial (i.e. Hallmark)
- cards made by students for their peers in Germany

3. Valentine mailbox made by the class

4. Candy box

- beautifully decorated, commercially purchased box
- fill box with homemade candies and cookies

5. Gifts to be put into valentine mailbox

- small stuffed animal
- silk red, white, and pink carnations with red bow
- costume jewelry (rhinestones, rubies)

6. Candid pictures

- pictures of class Valentine party
- pictures of room decorations
- pictures of students in costumes

7. Collage of special valentine moments

- collect pictures from newspaper advertisements; i.e., couples dining, cupids, hearts, arrows
- cut valentine messages from newspaper
- collect engagement pictures from newspaper

8. Send a full-page of valentine messages from the local newspaper

- have the class write and submit a

valentine message to sister classroom through the local newspaper

- highlight the message for sister classroom in Germany

The key ingredient in the success of "Sister Classroom" is not only the interchange of interesting, relevant student artifacts, but the use of student linguists to assist in translation. Participating schools are encouraged to correspond in their native language. On this end, German language students volunteer their services in helping elementary teachers and students in decoding discovery

School children in this Grundschule in Munich, Germany, welcomed the opportunity to be linked to a sister school in Wisconsin.

packet materials from Germany. When possible, high school students who attend the involved elementary building are utilized. What better graphic illustration is there of the value of second language acquisition? What better reason, in the minds of a ten-year-old, for the future study of the German language?

Teachers relish this "window to the world." They also appreciate a project that is "doable." One fourth grade instructor noted the relative low cost (approximately $30.00) for the exchange of two discovery packets. She was also grateful for the services provided by the student linguist (a former student) and *"the chance to work with somebody at the high school" (German teacher)*, "*most importantly I now have a teaching associate ... a new friend in Germany. I look forward to annual correspondence for many years to come.*"

The sister classroom packet orientation is interdisciplinary. Encompassing a social studies theme, it provides unique opportunities to integrate writing skills, artistic expression and creative thinking.

It is also fun. Children wait with anticipation for a discovery packet that, in a highly personal way, will broaden their understanding of a culture different than their own.

German language teachers also expressed satisfaction with a strategy that "*shows young people the importance of learning about German children and their language*" while providing German language students a unique opportunity to exhibit to others, and most importantly themselves, the value of proficiency in language other than English.

Make It Work! Tip

The most frequently asked question related to "Sister Classroom" is how do I establish contact with a school in Germany? As a teacher-to-teacher scheme "Sister Classroom" relies on personal, direct contact. What has worked best is the preparation of a prototype discovery packet that accompanies a German language teacher's visit to the Federal Republic. Based on that contact, initial interest is established.

Include a letter of introduction and an overview of the project in your packet. Remember that in Germany formal instruction in English normally does not begin until the fifth grade. Stress that you want responses in German and explain the role of student translators. Keep it simple and emphasize that this enrichment experience is limited in time allocation and expense.

Your expense? Try your local elementary PTA ... covering the small cost of the project will give them an opportunity to express their support in internationalizing the curriculum. □

Students Speak Out Bulletin Board

This activity centers around soliciting and displaying student opinion on a variety of topics associated with a changing Germany in an evolving Europe. Opinions are solicited in both German language and social studies classrooms. Both classrooms then use bulletin boards in school hallways to display individual commentary in both English and German. The idea is quite simple ... and is utilized in a number of daily newspapers.

Within a similar time period, attention in social studies and German language classrooms is directed at current events in central Europe. Both teachers agree on a set of common questions that are addressed in each course. For example, during one academic year, the following four questions receive instructional emphasis:

- What role do you feel Germany will play in an evolving European community?
- What is the greatest challenge facing a newly united Germany?
- What German automobile would you lease for a year?
- If you had the opportunity to be an American Field Service student in Germany, where would you like to live and go to school?

During a one-month period each question is highlighted weekly on respondent hallway bulletin boards that are located outside both classrooms. These "Students Speak Out" bulletin boards display concise individual student commentary on political, economic, and social issues. Each student, in both classrooms, voices an opinion that is reproduced for peer review. The major difference in these two- or three-sentence responses is that half are in English, while the remainder are in German.

STUDENTS SPEAK OUT

Question: What is the greatest challenge facing a newly united Germany?

Sean Elliot
Grade 12

"Es wird eine Menge Geld kosten. Über die Einheit diskutieren und dafür bezahlen, sind zwei verschiedene Dinge."

Megan Mitchell
Grade 11

"The legacy of World War I and II is a vivid reminder to France and to what is left of the Soviet Union of the potential power of a united Germany. Germany working within the European community will have to work to establish trust as a new chapter in its history."

Denise Jensen
Grade 11

"Problems that will not be solved overnight are reforms in the former German Democratic Republic's schools. What do you do with a surplus of Russian language teachers and a shortage of English instructors? What about those teachers that were active in the Communist Party and had ties with the Secret Police?"

Kim Wright
Grade 12

"Die Umwelt ist eine grosse Sorge. Saurer Regen und Verschmutzung sind nur zwei Probleme, die wir behandeln müssen."

These common hallway centers are colorful and upbeat. Each measures 16 feet x 4 feet. At the top of each board the question of the week is prominently displayed. Separate panels are available for individual comments. The focal point of each of these response panels is a professional quality photograph of the student/respondent. Beneath this picture is the student's name and grade level. Reproduced underneath is the student's **edited**, informal statement of opinion.

It is very important that the statements are carefully edited. These representative samples express opinions based on analysis of the topic identified. They are not random "off the cuff" statements ... but judgments based on discussion and background reading. The two or three sentences that are highlighted are condensed from longer responses and reflect the student's best thinking.

The "Students Speak Out" bulletin board illustrated above is a composite example utilizing both English and German language commentary. A more common approach is to provide the English translation after the German language statement.

Social studies and German instructors agree that the joint initiative has the following positive attributes:

- It reinforces the importance of addressing contemporary global topics in <u>both</u> social studies and second language classrooms.
- It visually demonstrates dual language focus on a single topic ... reinforcing in the minds of students elements of similarity and difference that mark international focus on complex issues.
- It models for the student the importance of being informed on contemporary issues and having an opinion that is worth sharing with others ... and especially being able to do so in a language that is not their native tongue.

For teachers wishing to take a first step in interdisciplinary cooperation, a "Students Speak Out" bulletin board is highly recommended. This strategy establishes a common content for both social studies and German language classes. □

All Quiet on the Western Front

Let's assume that you have been in contact with a social studies colleague and you both agree on the merits of a common German language/history classroom involvement. Philosophically, and pragmatically, you both acknowledge the merits of visiting a single topic or theme over a similar time frame ... yet there is uncertainty on what to use as a common denominator. As a German teacher you know that most of your students are not in both classrooms and realize that this effort in interdisciplinary cooperation must enhance learning objectives in a World or United States history curriculum of which you have only tangential knowledge. Conversely, the same can be said of the social studies instructor who must grapple with what she can offer to students of the German language which, in many cases, is alien to his/her tongue.

A proven resource for connecting social studies and German language classes is Erich Maria Remarque's epic anti-war novel "All Quiet on the Western Front". In my twenty-five years of teaching no other supplement has been as valuable in depicting the horror, disillusionment and bond of comradeship that grew out of World War I.

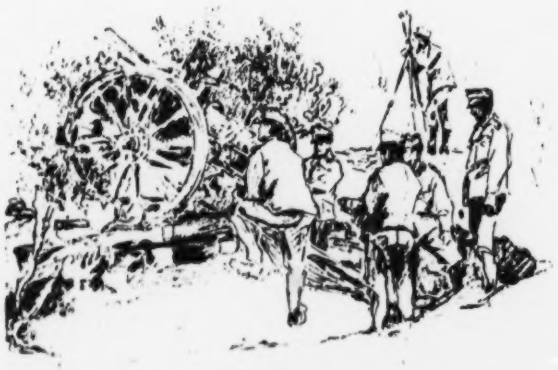
The novel is highly appropriate as a focal point for both German language and social studies classroom instruction. It is concise, episodic and readable. Written by a German survivor of the conflict, it was first published in 1929. It is available in both German and English. More importantly, it documents to the student of history and language the emotions, harsh realities, and human qualities of a generation torn by total war. Its universal appeal is demonstrated by the fact that the English edition was reprinted 24 times during its first year of publication.

In 1930, "All Quiet on the Western Front" was made into an Academy Award winning movie that is available in both 16 mm and videotape format. This earliest version of the film offers students a media perspective on World War I made only a decade after the guns fell silent. Used in conjunction with the novel, Lewis Milestone's classic film personalizes the betrayal of innocence through its protagonist Paul Baumer. Surrealistic battle scenes, complete with Paul's alienation and emptiness, make him the "quintessential victim of the war."

The film's anti-war message was so powerful that rightist groups and the Nazi Party had it banned after its arrival in Germany in 1930.

The study of World War I and the cultural context of its impact on German thought and future action are vital components of World and United States history classes.

World War I is a topic worthy of inclusion in language study as well. Both the novel and film versions of "All Quiet on the Western Front" provide the foundation for interdisciplinary cooperation.



Reading "All Quiet on the Western Front" in German or in English translation reveals to students the emotions, realities and scope of total war.

One approach that has been utilized by participating German language and social studies teachers is to have students read the novel in the target language. In beginning and intermediate language classes, segments of the book are excerpted in German, while students finish the book in English. Both instructors emphasize the human dimension of the conflict and the changes in attitudes that mark the lives of Paul and his friends. During the weeklong course of study, time is allocated for "exchange visits" where the social studies teacher meets with the German class to examine the historical foundations of the war. At the same time the language teacher is meeting with the social studies class to explain the German educational system and the nationalist aspirations it fosters in Paul and his classmates.

Both classes watch the film and students draw comparisons to the novel. In some cases the entire movie is shown, while in other situations, major scenes are highlighted. If a video format is utilized, students from German language and social studies classes can meet after school or in a home with a VCR to watch it together.

"All Quiet on the Western Front" vividly depicts the horror and disillusionment of war, as well as the bond of comradeship that grew out of suffering together.

Remarque's novel depicts the lifes of soldiers who may have survived the war but were destroyed by it.

In each classroom there is a bulletin board that directs student inquiry to conditions at the home front during 1914-1918. In the language classroom conditions in Germany are examined with the assistance of photographs, short quotations, and artwork. Correspondingly, in the social studies classroom wartime life in Great Britain, France, Russia, and the United States is illustrated. Students from both subject areas are expected to visit the other teaching station and draw appropriate conclusions. A helpful resource in this project is the reference "The Experience of World War I", J. M. Winter (Oxford University Press, New York, 1989.) The author divides the volume into four major categories: The Politicians' War, The Generals' War, The Soldiers' War and The Civilians' War. The latter two chapters, with hundreds of illustrations and numerous eye-witness accounts, provide a wealth of suitable information.

A careful reading and analysis of "All Quiet on the Western Front" gives students a mind-set to use in interpreting other primary sources. Consider the following account, cited in "The Experience of World War I", of a French corporal who saw service on the Belgian-French border:

"August 22, 1914. A salvo bursts over the road. A horseman quits his stirrups, rolls off his mount, lies still. Quickly, going back from the effect to the cause, we become conscious of impending danger. This first victim, this hussar done away with in a second, disconcerts us. We knew there were some killed in every battle, and yet we were all in such a joyous state of unconcern that we were dumbfounded in the presence of this sudden misfortune. I see the smile congeal on the lips of my comrades. The bursts approach a hundred yards nearer. Now we look at these wicked little clouds less with curiosity than with apprehension....Suddenly shrill hisses which end in violent chuckles send us face against the ground, terrified. The salvo has just burst above us. Shot and splinters sail through the air, a big metal case comes whizzing and strikes the ground near my knee; instinctively, as if to ward off a blow, I had put up my arm to protect my face...More explosions. The balls rain, ricochet on the mess bowls, a canteen is pierced, squirts out its wine; a fuse hums for a long time in the air. With my head under my pack, I cast a glance at my neighbours; breathless, shaken by nervous trembling, their mouths are contracted in a hideous grin, their teeth are chattering: their faces convulsed with terror recall the grotesque gargoyles of Notre-Dame: prostrate in this bizarre position, with arms crossed on their chests and heads down, they look like condemned men offering their necks to the executioner..."

Ask students to identify a similar sequence in the Remarque Novel and hypothesize on the myth and reality of combat.

or

Have your students in German or English analyze the meaning of the famous song "The Watch on the Rhine.

From The Watch on the Rhine

There sounds a call like thunder's roar,
Like the crash of swords, like the surge of waves.
To the Rhine, the Rhine, the German Rhine!
Who will the stream's defender be?
Dear Fatherland, rest quietly.
Sure stands and true the Watch,
The Watch on the Rhine.

To heaven he gazes.
Spirits of heroes look down.
He vows with proud battle-desire:
O Rhine! You will stay as German as my breast!
Dear Fatherland, etc.

Even if my heart breaks in death,
You will never be French.
As you are rich in water
Germany is rich in hero's blood.
Dear Fatherland, etc.
So long as a drop of blood still glows,
So long a hand the dagger can draw,
So long an arm the rifle can hold,
Never will an enemy touch your shore.
Dear Fatherland, etc.

Ask your students, how Paul would react to the song at the start of the war? What specific changes in the lyrics would he make in 1918? Explain why.

or

On the chalkboard record the thoughts of two soldiers in 1914:

"Happy are they who die for they return
Into the primeval clay and the primeval earth
Happy are they who die in a just war,
Happy as the ripe corn and the harvested grain"
... Charles Péguy

"Come and die, it'll be great fun"
... Rupert Brooke

Ask your students to discuss these conclusions as they relate to the first month of the war. How might these ideas change with the slaughter and stagnation of trench warfare?

and finally

The most famous frame in the original film version of "All Quiet on the Western Front" is the hand of Paul Baumer reaching for a butterfly just as he is shot by a sniper. Have your students read the last paragraph of the novel. Upon completion, have them explain to a classmate how they, as a

filmmaker, would depict the death of Paul. Discuss with the students these possible options, emphasizing how his killing might be a representation of the war. Show them the end of the movie and critique the appropriateness of their ideas vis-a-vis the butterfly analogy.

As a culminating point in discussion, identify with your students other powerful pieces of literature and film that magnify the human condition in war. The German film "The Bridge" is highly suitable for comparison and contrast.

The impact of "All Quiet on the Western Front" can be explained in its ability to personalize the horror of total war.

Make It Work! Tip

United States and World history classrooms tend to follow either a chronological or thematic framework in curriculum delivery. Most common is a standard survey course that encompasses either two or four semesters in length and moves sequentially from one historical period to the next. Early initial planning is a necessity to identify when World War I will be addressed. In many situations, it is examined during the first quarter of second semester. Whatever the case, establishing a common time frame for interdepartmental focus is a prerequisite for successful cooperation. □

Keeper of the Light

The human tragedy of the Nazi Holocaust is a topic examined in United States and World History curricula. The death of six million Jews and the creation of the state of Israel deserve emphasis in probing moral and ethical questions related to genocide, collective responsibility, and individual guilt.

Little has been done, however, to expose social studies and German language students to Jews that have lived in Germany since World War II. Jewish life and culture flourish in sixty registered communities that dot western Germany, but receive scant attention in instructional focus. (... Note: there is a paucity of information on Jewish life in the former German Democratic Republic. Until February 1990 the GDR categorically rejected all legal or moral responsibility for actions of past German governments vis-a-vis German Jewry.) To understand the legacy of Kristallnacht and the lives it shattered, the psychosocial difficulties faced by second-generation Jewish survivors living in Germany need to be addressed.

Jewish life in postwar Germany is an unfinished chapter which students must analyse if they are to come to grips with a martyred minority coping and existing in a country that practiced the ultimate pogrom. Robert Weitsch, a journalist of German origin born in Prague who emigrated to Palestine in 1946, wrote, *"We cannot imagine that there are Jews who feel drawn to Germany. Germany is no place for Jews."*

Yet ... more than 30,000 Jews live in the Federal Republic. The story of their survival and of German attempts at reconciliation and remembrance deserves to be heard in analyzing the ongoing impact of the Holocaust.

"Keeper of the Light" is a three-part instructional strategy which explores some of these stories for the social studies and German language classrooms. It uses a series of brief excerpts and quotations to describe various aspects of and attitudes toward the post World War II Jewish dimension in Germany.

Part I of "Keeper of the Light" is a personal profile of Jacob Haritz, a Jew living in Aachen, a town near the Dutch and Begian borders. This short biography highlights his role in the Jewish "unity community" of the town.

Part II of the exercises excerpts commentaries from two superb resources which examine some of the inner-conflicts facing Jews in contemporary Germany:

"Strangers in Their Own Land", Peter Sichrovsky (Basic Books, Inc., New York 1986), is a powerful and moving book that chronicles the lives of 13 young Jewish men and women living in Germany and Austria today. The introduction focuses on masks and inhibitions worn by Jews in the "new" Germany.

Amity Shlaes, "Germany, The Empire Within" (Farrar, Straus and Giroux, New York 1991), is a thoughtful, informative, and well-written book that critically examines the submerged memories, traditions, anxieties, and visions that are now breaking to the surface with German unification. The chapter "A Jewish Place," a portrayal of a Jewish school in the Charlottenburg district of Berlin, is an interesting microcosm of Jewish life in the newly united Germany.

Part III of the lesson is an excerpted version of a speech given by Richard von Weizsacker, President of the Federal Republic of Germany, to commemorate the 40th anniversary of the end of the second World War. It is regarded by Germans and other Europeans as one of the most important speeches of this century.

Following each section are suggested questions meant to stimulate student discussion and analysis.

Part I
"Keeper of the Light"

Jacob Haritz is forty-five years old. A successful businessman, he travels extensively in the French/Dutch corridor that is only five miles from Aachen. Jacob Haritz is a husband and a father. Jacob Haritz is German. Jacob Haritz is Jewish.

Aachen is the most European of German cities. The Romans settled it as Aquae Grani at the time of Christ. They were drawn by the thermal spring that still feeds its curative spa. Aachen is Charlemagne's city. He was presumably born there and was crowned emperor of the Holy Roman Empire in its main square. His throne and tomb can be found in the three-tier octagon cathedral that anchors the city center. Aachen is a celebration of Charlemagne.

It is also a city with a vision for the future. With the advent of economic unity in Europe in 1992, Aachen is given renewed opportunity. Fortitude, skill, and persistence made possible a rebirth after World War II. Those sober qualities will ensure its participation in an evolving European community.

The synagogue is situated in a residential section of the city. The original place of worship, burned by the Nazis in 1938, was formally located down the block. It was built in the Nineteenth Century, and at that time over 1,200 Jews lived here. Now there are 340.

Jacob Haritz was alone when he greeted his visitors at the front door. Gracious in approach, this Jewish community leader welcomed strangers in a manner that was formal, precise, yet personal. We were seated around a table of sweet breads, mineral water, and Coke. He acknowledged the absence of a valued, elderly overseer due to a day off and lamented the lack of her kitchen keys which limited the extent, if not the quality, of this guest offering.

It was late afternoon. His introductory remarks were interrupted by a phone call which visibly angered our host. The caller was interested in determining the extent of foreign integration into contemporary German society. The insinuation that Jews were included in that category caused Jacob annoyance and controlled displeasure, especially since it was coming from a university person. *"Jews 'foreigners' in this country... we have been here since the middle of the Fourth Century. They see us like Turks."*

There are an estimated 40,000 Jews living in Germany. The 6,500 living in former West Berlin represent the largest concentration of Jews anywhere in Germany. Only 200 live in what was once East Berlin. In Aachen, as in all of Germany, the Jewish population is aging. The recent influx of Eastern European Jewry, from Poland and, especially from what was formerly the Sowjet Union, has helped to keep numbers stable, but the eroding impact of assimilation and intermarriage are constant concerns for Jacob as leader of the local Jewish Council. There are only

Jacob Haritz's synagoge in Aachen does not have a rabbi, cantor or religious teacher who speaks German.

two Jewish high school students in Aachen. One is his sixteen-year-old daughter. A troubled father acknowledged, *"My real concern is for her to find a Jewish husband."*

In the last two years there has been only one bar mitzvah, the son of an American Air Force officer. "What we need is a family with two to four kids. That is what we would like."

Jacob Haritz refers to the congregation as a "unity community." It is their practical belief that orthodox, reform, and liberal ideas should be respected. Most prayers are in Hebrew. Prayers to Israel are in German.

This fall the synagogue is starting a kindergarten for 12 students between the ages of three and six. Fourteen other students in grades one through twelve are provided religious education. The congregation publishes a quarterly magazine on Jewish history and culture. It has an identity, and it is with dogged perseverance that it seeks to keep its sense of self.

"Look over here. This is not normal glass. It is bulletproof glass ... paid for by the German government. During holidays and holy days two young Israelis stand guard. There is a police car across the street. Safety must come first." *Jacob Haritz spoke these words with quiet resolve. He is not an emotional man. Highly conscious of the realities of contemporary political terror, he takes measured comfort in the modern security network that is installed on the main floor. Jacob Haritz is a survivor. Born in the last year of the war, the shadow of the Holocaust tore at the soul of his family and community. He and the people he represents are not free from fear. They exist in an atmosphere of clouded suspicion. This uncertainty is expressed in his observation, "We are a well-functioning Jewish community, but you always have an uneasy feeling."*

Reconciliation with Gentiles has taken place at a personal level. Unlike other German cities, Aachen has not formally invited Jews to return to their community. Reconciliation with Gentiles has taken place at a personal level. Jacob Haritz is thankful for the courageous efforts of Christians to hide and save their holy scrolls from the National Socialists. Like many first and second generation Jewish survivors, he has also faced the psychosocial difficulties posed by bridge building attempts with the dominant post World War II sectarian majority.

To Aachen's Jewish community, the reluctance of Jews outside Germany to return or immigrate has meant that the congregation is without a rabbi, cantor, or religious teacher who speaks German. Three times Jacob Haritz has traveled to Israel in search of leaders for his congregation who could communicate with them in German. Each time he returned to Aachen empty-handed. Its legacy of genocide and the poison of its tongue makes Germany a spiritual wasteland to many young Israelis.

Philosophically, Jacob Haritz feels a need to stay ... but not to forget. There is a constant need to examine the ongoing rationale for the struggle to keep Jewish life alive in post World War II Germany. The fact that it has survived at all is because of Jews like Jacob Haritz who link the prophecies of the past with an omen for the future. It is a renewed triumph of the will that seeks to keep the flame of Judaism burning in the ashes of a Third Reich.

Jacob Haritz is a keeper of the light.

A Star of David is a stark memorial in the harsh remembrance of Dachau concentration camp near Munich.

Discussion Questions

- List three adjectives that describe Jacob Haritz.
- In what way is he "a keeper of the light?"
- Do you know a person like Jacob Haritz? What do you admire most about him/her?
- Identify one sentence or quotation in the article that in your mind best describes the Jewish community in Aachen. Explain why.

Part II

Following are two brief excerpts from Peter Sichrovsky's book "Strangers in Their Own Land".

A Taboo

In the final analysis all who agreed to have their stories appear here violated a taboo. They overcame strong inhibitions about discussing their experiences and telling these stories outside their Jewish environment. Ordinarily these young Jews put on a mask when dealing with others; only when they are among themselves do they allow themselves to remove that mask. They revealed themselves in order that the generation of new Germans and Austrians, as well as the older people, might become aware that a new generation of Jews is living here for whom the past is not dead. These young Jews are deeply distrustful and filled with doubts. For them the horrors of the Holocaust cannot be wiped out with a few well-turned phrases, but live on in a generation that cannot and does not want to forget them.

German TV likes to show pictures of tearful older people returning from abroad to spend their last years in their old homeland. Again and again they say -- and the audience eats it up -- that they harbor no feelings of vengeance. But every time I see this sort of thing, I have the urge to shout out, "You out there, you don't have the faintest idea what these people say when they are among themselves!"

A young journalist told me after reading excerpts of my manuscript that he was profoundly shaken, not so much by the feelings, thoughts, and experiences brought to light as by his own ignorance. He had thought that because of his personal contacts with Jews he knew them. He had no idea, and his conversations with his Jewish friends gave no clue, that this generation of Jews was still so affected by the experiences of their parents. He tried to explain his reaction in this way:

Suppose you've been seeing somebody regularly for years, and you think you know that person pretty well. To judge by the way he looks, by his friendly demeanor, you believe him to be more or less happy, like you yourself. But one day you go to the beach with him, and for the first time you see him stripped. Looking at his naked body you recoil, for he is covered with scars from head to toe.

Discussion Questions

- What taboo did these young Jews break? Why did they do it?
- What is the significance of the man on the beach analogy? What does it tell you about Jews in Germany today?

A Conflict of Head and Heart

Recently I heard a charming Irish pop song on the radio. It is called "The Head and the Heart," and it contains this line: "It is the classical dilemma between the heart and the head." It tells of the love for a woman. The lyrics of this admittedly somewhat kitschy song aptly describe my relationship to Germany -- a conflict of head and heart. With my head I belong here in Germany. Everything here is in working order. I am successful, respected, have plenty of money, and feel safe. I am told daily that nothing can happen to me here. We have a democracy, the Basic Law, and we even have a few Jews sitting in the Federal legislature. But the heart, the heart remains unquiet. It beats restlessly, is nervous, often even fearful. With my heart I am not a German and never will be. And when I think that I shall be buried here in Germany, chills run down my spine. The bad part is that any discussion about this is bound to be inconclusive. Almost every conversation with my wife, my parents, or my friends ends with the question of whether to remain or to leave. And the head always wins out over the heart. I am here today and will still be here tomorrow. But if I stay here, I am sure to die of heart failure, because no heart can stand this sort of humiliation forever.

Discussion Questions

- In your own words describe the author's inconsistency between his head and heart.
- Why does he suggest he might die of heart failure?

- Can you think of another example of a real life conflict between the head and heart? Explain.
- Based on your interpretation of the two excerpts, what is the significance of the author's book title "Strangers in Their Own Land"? Can you think of similar groups in the United States that might have the same experience?

Reproduced below is a short sketch of Frau Deutschkrons. It is taken from Amity Shlaes' "Germany, the Empire Within".

Figures like Frau Deutschkron are important because they are rare in Germany. Jews who survived the war, who speak German and read books and remember the old Social Democratic movement, do exist; but they exist mostly on New York's Riverside Drive, or in London, or in Tel Aviv, and not in Germany. Jews who live here and like to recall the vast wealth of that old culture take consolation in people like Frau Deutschkron. She is the living proof that what they remember really did exist. But as important as Inge is to Jews here, she is more important to average Berliners. Frau Deutschkron is invited to a community Kaffee und Kuchen meeting, and the attendees -- old and young -- applaud when she agrees to tell her tale. Snappily dressed in a black-and-white suit, the small, red-haired woman finds herself surrounded with attentive listeners.

The audience looks down when she tells of the difficulties the Nuremberg laws imposed on Jewish families. Wearing a yellow star meant the teenage Inge and her boyfriend couldn't meet anywhere -- not in parks, not at the swimming pool, both places where signs hung reading "Juden Unerwünscht." They laugh with Frau Deutschkron when she tells how her mother made it through Berlin's final war days giving private tutoring -- unwitting SS fathers hired her to drill their backward children.

When Frau Deutschkron finally falls silent, the room is full of emotion. The older Germans want to speak the most. A shaky old man tries to explain to Frau Deutschkron: "We didn't even know what a concentration camp was." An older lady tries arguing with her: "You yourself admitted you didn't know what a concentration camp was." A young woman gets angry: "I want one old person here, just once, to admit that he knew what was going on." (In some senses, they are all admitting it -- by turning up at an event where a survivor is the advertised guest.) And all the Germans, even the bitterest younger ones, leave the hall remembering Frau Deutschkron's words: "During the war, we suffered because of Berliners, but we also survived because we had a lot of help from Berliners."

The best evidence of the Berliners' commitment to Frau Deutschkron can be found at Grips, the city's children's theater. For months the theater has been showing a version of Frau Deutschkron's memoirs, "I Wore the Yellow Star." The work's dramatic title is "From Today On, Your Name Is Sara," a reference to the Nazi regulation that every Jewish woman take that name. "Sara" is a lively play, but many Berliners are worried they will never get to see it. It is so popular that tickets are as scarce as those to hear a concert conducted by maestro Herbert von Karajan were before his death. Frau Deutschkron herself is amazed at the work's success. In her small Berlin apartment, decorated with a few choice pieces of Biedermeier furniture, she recalls: "I went by there one morning and saw a long line of people. I asked a child, 'What are you waiting for?' He said, 'We're waiting to see Sara!'"

Discussion Questions

- What similarities are there between Jacob Haritz and Frau Deutschkron? How are they different?
- How do you reconcile Frau Deutschkron's contradiction that *"During the war, we suffered because of Berliners, but we also survived because we had a lot of help from Berliners."*
- What reasons could you list for the success of the stage play, "From Today On, Your Name Is Sara"? What does the title of the play tell you about Nazi perception of Jewish women?

Part III

In March of 1986, columnist Joachim Nearder writing in DIE WELT characterized Richard von Weizsäcker as a very unusual politician. He has the unique ability, the writer summarized, to make *"issues shine in a new bright light that many no longer see clearly for the fog of hackneyed cliches that normally surround them."*

These include issues such as anti-Semitism and German collective responsibility for the murder of six million Jews during the Third Reich.

The head of state addressed these issues in his famous speech of May 8, 1985, marking the 40th anniversary of the end of World War II. It is excerpted here:

"Many nations are today commemorating the date on which World War II ended in Europe.

We Germans are commemorating that date among ourselves, as is indeed necessary... We need and we have the strength to look truth straight in the eye -- without embellishment and without distortion.

For us, the 8th of May is above all a date to remember that people had to suffer. For us Germans, May 8th is not a day of celebration... May 8th is a day of remembrance. Remembering means recalling an occurrence honestly and undistortedly so that it becomes a part of our very beings...

Today we mourn all the dead of the war and tyranny. In particular we commemorate the six million Jews who were murdered in German concentration camps. We commemorate... the countless citizens of the Soviet Union and Poland... we mourn our own compatriots who perished... the Sinti and Romany gypsies, the homosexuals and the mentally ill who were killed... We recall the victims of the resistance movements... among others, communists and the public at large... We commemorate those who did not actively resist, but preferred to die instead of going against their consciences...

Today we sorrowfully recall all this human suffering...

At the root of the tyranny was Hitler's immeasurable hatred of our Jewish compatriots. Hitler... made the entire nation

a tool of it... Hardly any country has in its history always remained free from blame for war or violence. The genocide of the Jews is, however, unparalleled in history.

The perpetration of this crime was in the hands of a few people. It was concealed from the eyes of the public, but every German was able to experience what his Jewish compatriots had to suffer. Who could remain unsuspecting after the burning of the synagogues, the plundering, the stigmatization with the Star of David, the deprivation of rights, the ceaseless violation of human dignity? Whoever opened his eyes and ears and sought information could not fail to notice that Jews were being deported... There were many ways of not burdening one's conscience, of shunning responsibility, looking away, keeping mum...

The vast majority of today's population were either children then or had not been born... They cannot profess a guilt of their own for crimes that they did not commit. No discerning person can expect them to wear a penitential robe simply because they are Germans. But their forefathers have left them a grave legacy. All of us, whether guilty or not, whether old or young, must accept the past. We are all affected by its consequences and liable for it. The young and old generations must and can help each other to understand why it is vital to keep alive the memories. It is not a case of coming to terms with the past. That is not possible... anyone who closes his eyes to the past is blind to the present. Whoever refuses to remember the inhumanity is prone to new risks of infection.

The Jewish nation remembers and will always remember. We seek reconciliation. Precisely for this reason we must understand that there can be no reconciliation without remembrance. The experience of millionfold death is part of the very being of every Jew in the world, not only because people cannot forget such atrocities, but also because remembrance is part of the Jewish faith.

"Seeking to forget makes exile all the longer; the secret of redemption lies in remembrance"... This experience creates hope, creates faith in redemption, in reunification of the divided, in reconciliation...

We have put democratic freedom in the place of oppression. Four years after the end of the war, on this 8th of May in 1949, the Parliamentary Council adopted our Basic Law... Article I of our constitution (reads): "The German people acknowledge inviolable and inalienable human rights as the basis of any community, of peace and of justice in the world." This further significance of May 8th should also be remembered today...

Dr. Richard von Weizsäcker, President of the Federal Republic of Germany, "has the unique ability to make issues shine in the bright light that many no longer see clearly for the fog of hackneyed cliches that normally surround them."

Many young people have in recent months asked themselves and us why such animated discussions about the past have arisen 40 years after the end of the war...

We of the older generation owe to young people not the fulfillment of dreams but honesty. We must help younger people to understand why it is vital to keep memories alive... From our own history we learn what man is capable of. For that reason we must not imagine that we are quite different and have become better... We have learned as human beings, and as human beings we remain in danger. But we have the strength to overcome such danger again and again.

Hitler's constant approach was to stir up prejudices, enmity and hatred. What is asked of young people today is this: do not let yourselves be forced into enmity and hatred of other people, of Russians or Americans, Jews or Turks, of alternatives or conservatives, black or whites.

Learn to live with, not against, each other. Let us, too, as democratically elected politicians, take this to heart and give an example to others.

Let us honor freedom, Let us work for peace. Let us respect the rule of law. Let us be true to our own conception of justice. On this 8th of May, let us face up to the truth as well as we can".

Discussion Questions

- What were Germans asked to remember on May 8, 1985?
- What does President von Weizsacker mean when he infers that "all of us, whether guilty or not, whether old or young, must accept the past"?

and

- "that there can be no reconciliation without remembrance?
- Can you identify a similar speech, with a parallel message, from American history? Explain.

Make It Work! Tip

Some of the best social studies and foreign language cooperation can be cemented in participation with a third party. Contact your local synagogue and ask them to work in conjunction with you by providing additional information or possible resource speakers. Several in the congregation may have recently traveled to Germany. It would be beneficial to get their impressions of and comment about their firsthand experiences with a legacy that touches all Jews. □

Germany is not an Immigrant Country

A parallel theme addressed in both German language and social studies classrooms is the demographic composition of populations of cultures under investigation. The past, present and future contributions of immigrants in the American and German republics make for an interesting cross-cultural comparison. The United States has been called "a nation of immigrants" and has championed with pride its melting pot heritage of assimilation. Officially, Germany has been a non-immigrant country with a homogeneous social and cultural framework that has hindered foreign integration.

Federal Chancellor Dr. Helmut Kohl's Conservative government has had to deal with increasing civil unrest related to immigrant and refuge populations and their place in today's Germany.

The validity of these assumptions is highly appropriate for sparking student inquiry and comment. Rising distrust and anger with increasing alien minorities, in both countries, can be analyzed to understand the economic and social prejudices of xenophobia.

Demographics in Germany

A survey was conducted by SÜDDEUTSCHE ZEITUNG magazine early in 1991 that assessed Germans' tolerance toward foreigners. The sampling discovered that roughly half the population (48 percent) did not object to increased numbers of foreigners living and working in the Federal Republic in the future. Forty-three percent of respondents stressed however that they would like to see the government spend considerably less on integrating them into contemporary German society. Government policy has been criticized for its ambivalence in ignoring the de facto reality of millions of permanent foreigners denied citizenship in an increasingly heterogeneous society.

Klaus Grosch writing in "Meet United Germany", (Frankfurter Allgemeine Zeitung GmbH Informationsdienste 1991), retells a joke that is popular in a newly united Germany. Two women from the former German Democratic Republic came to a city in western Germany to go shopping. In the food department of a large department store they are forced to wait in line to be served. Turning to the other one woman observed, "I thought that queuing up was only done in Communist countries. Here we are in united Germany queuing up again." Overhearing this conversation, a man in front of them, who by his appearance and accent was Turkish, forcefully concluded "We didn't ask you to come here! If you don't like it, go home."

In Germany today, there are Germans who are more foreign than foreigners, and foreigners who feel more at home in the Federal Republic than some Germans. For most of its short history Germany has experienced emigration not immigration. It is within the last thirty years that Germans have been exposed to large numbers of foreigners working and living in what formerly was a relatively closed society.

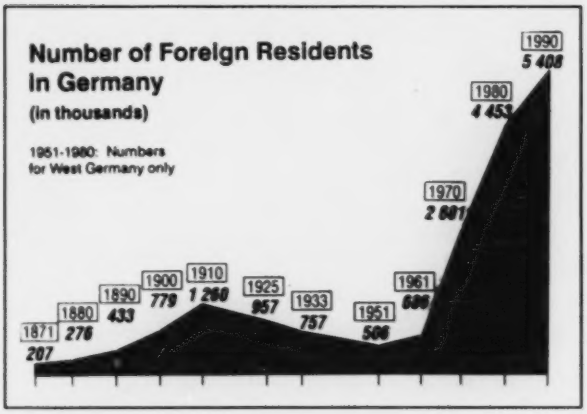
It is impossible to look at and study present day Germany and its people without including these minorities and ethnic Germans who have become an integral part of everyday life. In order to fully understand this multifaceted situation, it is necessary to consider three groups that can be classified as foreigners or strangers in their own land.

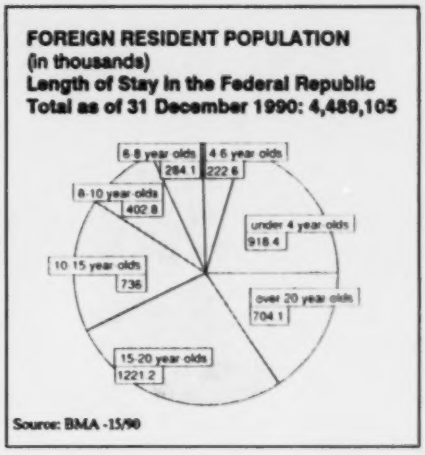
Of the three groups only two can legally be classified as foreigners or those holding foreign passports. The largest number are the Gasterbeiter, so-called guest workers, and their families. A smaller number, about 18 percent of the foreign population in the Federal Republic, are there seeking political asylum... a right given to them in the Basic Law. These two groups of strangers constitute a population in Germany approaching five million.

Strangers in their own land are ethnic Germans who have returned (re-emigrated) to Germany from former eastern bloc countries and the Confederation of Independent Republics. Since their ancestors were German, they are considered German. They are given a German passport, yet in many tangible ways they face the same everyday problems with the language and an alien lifestyle that many foreigners do..

Guest workers filled a labor shortage in the 1950s and 1960s. Meant to be a temporary solution, it has turned into a three generation reality. What started as a rotation became increasingly a one-way ticket for Italians, Spaniards, Greeks, Turks, Moroccans, Portuguese, Tunisians, and Yugoslavs to immigrate and take part in the economic miracle. Today the largest groups among foreign workers are Turks (33 percent), followed by Yugoslavs (13 percent), Italians (11 percent), and Greeks (8 percent). These four groups number over 3.1 million and generally can be found in urban industrial centers. Twenty-five percent of the inhabitants in Frankfurt are foreigners. Most importantly, 60% of the total foreign work force and their families have been in the Federal Republic for more than ten years.

The official position of the Federal government is anchored in an "Alien not Immigration" policy. This official policy of the Federal Republic means that "Germany is not an immigrant country."




FOREIGN RESIDENT POPULATION
(in thousands)
Length of Stay in the Federal Republic
Total as of 31 December 1990: 4,489,105
6-8 year olds 284.1
4-6 year olds 222.6
8-10 year olds 402.8
under 4 year olds 918.4
10-15 year olds 736
over 20 year olds 704.1
15-20 year olds 1221.2
Source: BMA -15/90

High population density and a wish to continue to manifest German culture are the reasons most often given to support this non-immigration country position. It is supported by all political parties except the Greens, and has three goals:

- assimilation of foreign workers and families who have lived in Germany for a long time
- limitation on future influxes of foreign workers
- encouragement for foreign workers to return to their home countries

Since they are not potential immigrants, it is difficult for most to apply and get German citizenship. Unlike the United States, children of foreigners born in the Federal Republic do not automatically receive citizenship. German citizenship is based on the citizenship of the parents.

Tensions exist between ethnic Germans and this foreign population. In times of high unemployment, hostilities have broken out. Cries for expulsion have increased with accelerated demands for housing and jobs in a newly united Germany.

This anger in times of economic hardship is not only directed against these foreign workers ... but increasingly, and more forcefully, against refugees. When Germans express fears of a loss of their cultural identity, it is this group they are referencing. Many are third world refugees who came to Germany seeking political asylum. They found asylum, but also isolation and separation from the mainstream of German life.

Classroom Activity

This general information on the dynamic of population trends in the Federal Republic can provide a highly focused point of dual reference for both social studies and German language teachers. Each can learn from the other in creating two case studies on the impact of foreigners on a dominant culture. Based on firsthand experiences in Germany, the language teacher can act as a valuable resource in discussing cultural change and diffusion in a non-immigrant country. Social studies teachers can assist their German language counterparts in identifying historical foundations and antecedents that form the basis of our own multicultural, multiracial society.

The following questions and activities may be helpful in developing a bridge of comparison between demography in Germany and the United States:

- Article 16 of the Basic Law states that "The politically persecuted have the right to asylum." Why do you think this was included in the German Constitution written in 1949? Is there a similar statement in the United States Constitution? Why? Or why not?
- Do you agree with the assumption that "Germany is not an immigrant country?" Explain.
- What specific similarities and differences do you see between the treatment of foreign workers in Germany and the United States? Who are America's new immigrants?
- Looking at the two graphs *(left)* that profile foreign residents in the Federal Republic. What generalizations can you make based on this data?
- Column A *(below)* includes the countries of origin of most of Germany's foreign workers. Column B summarizes the nationalities of most of the 400,000 political refugees that have come to Germany in the past three years.

A Foreign Workers	B Refugees
Turkey	*Poland*
Yugoslavia	*Yugoslavia*
Italy	*Turkey*
Greece	*Romania*
Spain	*Lebanon*
Morocco	*Iran*
Portugal	*Sri Lanka*
Tunisia	*Vietnam*

- In comparing foreign workers with refugees, what generalizations can you make about the countries each comes from? Based on this data, in your opinion, why have Germans been most critical of and angry with refugees?

Diverse ethnic minorities make up an increasingly larger percentage of students in German schools.

- If you were to construct a similar graph of foreign workers and political refugees in the United States today, what would it look like?
- Is most anger vented against foreign workers or refugees? Compared to frustration voiced in the Federal Republic of Germany, what similarities and differences do you see toward foreign populations in this country?

Linda Miller, a Wisconsin German language teacher, developed a strategy for social studies teachers in order to increase sensitivity toward foreign populations.

Mock German School

In order to get students to empathize with foreign students in a classroom where they understand very little of the native language, ask a German teacher to come in and give a mini-lesson (5-10 minutes) on German geography IN GERMAN! (Don't tell your students ahead of time.) Some students may have had German and may understand some of what's being taught like some foreign students in Germany. Others may not understand a word like most foreign students in a German classroom. At the end of the mini-lesson, your German teacher may wish to give a quiz.

When the lesson is finished, have your students get together in small groups to discuss how they felt throughout the lesson. You may then wish to have a large group discussion.

Another possibility is to put the students into groups of 4 or 5. Each group pretends that they are representatives on a school board or a group of school administrators. They must do some brainstorming to come up with a plan to deal with the language problem in the German schools. You could make this a competition with bonus points going to the group with the best idea(s).

"Between Two Stools" was written by Sevgi, a young Turkish student living in Germany.

Between Two Stools

"I am 14 years old and am in the eighth grade in a Hauptschule in Bremen. I am interested in the problems of the foreign youth. I personally also have problems. I can't find the right communication with the Germans or the Turks. I'm hanging between two stools and can't decide which is better for me.

I was 8 when I came to Germany. At that time I didn't know what it meant, to live in a strange land. Customs were completely different from what I knew.

For my parents the custom that a girl couldn't be with a boy before marriage ... or she'd never get a man, still held. After the marriage she then belongs to her husband has to take care of the house and bring children into the world.

A boy in the family is therefore paid more attention to, because in case something were to happen to the father, he would have to take care of the family. Then he would become the head of the house and run things. Many girls don't have professions. That's too bad, because later in a marriage she will always have to look into his hands for money. In the end, he'll want to know what's being done with the money.

Like in Turkey, that's how our parents want to raise us here. But we aren't asked once. We feel as if we're being split inside and are leading a double life ..."

- What is the significance of the title "Between Two Stools"? How is Sevgi living a double life? What newly arrived ethnic group in the United States may be living a similar dual existence?
- Working with a partner, author a similar statement reflective of the realities of living in two cultures at once.

A young Turkish student attends a Hauptschule in Berlin.

Make It Work! Tip

The social studies field most interested in demographics is sociology. Population profiles and trends in ethnic and racial composition of societies are topics that receive general coverage in these classrooms. Approach a sociology teacher with a concrete proposal to add a cross-cultural dimension to that investigation. Multiculturalism is not limited to the United States ... and Germany makes for an interesting reference point in assessing the impact of foreign populations on a dominant culture. □

Wind of Change

One activity that most German language and social studies students have in common is watching MTV. The German rock group Scorpions hit song of 1991, "Wind of Change," combined a lyric of hope and reconciliation with newsreel footage of revolution and democratization. Interspersed are numerous images of the events that culminated in German unification. The English language video is a political statement that symbolizes a world forever changed by forces of democracy in quest of individual liberty.

"Wind of Change" is a powerful teaching tool. It delivers a verbal message that is audible, clear and not too abstract. It is a song that students can listen to and comprehend without being forced to refer to a written sheet of lyrics. It is a song penned and performed by young Germans about a world in ferment that all of us are experiencing together. "Wind of Change" is available in both German and English language editions.

Seriously consider using it in your classroom and ponder its appropriateness in establishing a tie to your peer in either a social studies or German language classroom.

It is important to keep the activity initially agreed upon simple and focused. A series of baby steps establishes confidence in cross-discipline cooperation. Well meaning, but overextended, leaps of cooperation often fall short because of overambition that tempered initial enthusiasm. Following are a series of suitable applications that meet that litmus test of simplicity and practicality.

The Slide Show Producer's Angle

The development of slide presentations accompanied by popular music is a familiar instructional methodology used by social studies and German language teachers. Slides taken on firsthand visits, or copied from published, copyright-free sources, add visual stimulus to either an instrumental or vocal track. It also provides the teacher and student with the opportunity to provide their own interpretations of the song..

In the production phase of these slide-tape programs we should not be trapped by literal interpretation. "Wind of Change" is not a song about a united Germany. Its meaning is global, yet the song can be used to focus student attention on one aspect of that realized dream. Slides that are symbolic, or suggest meaning, are powerful in getting students of contemporary Germany to reach beyond the commonplace and/or trite image. An example of this type of nonliteral interpretation with "Wind of Change" is with the exclusive use of Berlin Wall graffiti to offer a commentary on a city that was divided for two decades by bipolar dispute, distrust, and oppression.

Once completed the slide-tape program can be shared with social studies classrooms. As a rule of thumb to use in approaching a social studies peer, keep in mind that approximately 20% of their instructional time is devoted to current events and related issues. A quality multimedia program, with suitable introduction and follow up, would be a valued contribution to meeting that target. Correlated to where standard United States history textbooks end their snapshot of post World War II Germany, "Wind of Change" could provide an introduction or culmination of a class study on contemporary Central Europe.

Make Your Own Video

One way to share "Wind of Change" with another classroom or school is to put the slide-tape program on video cassette. Production quality is enhanced with the use of two projectors and a dissolve unit. Make your audio tape first and include student voice overs to tailor the tape to your goals and objectives. Utilizing additional slides, or the faces of your students, have several of them comment on the meaning of the song and answer why they selected the pictures they did. This program component could be in German or English with students asking follow-up questions related to additional materials they have developed for their listeners.

Individual Slide Trick

An alterative to the "Wind of Change" slide-tape strategy is to make each student in class responsible for additional commentary and analysis on individual slides used in the program. Students must understand the significance of each image and how it fits into the purpose of the entire program. Assign each slide a number. For homework, or as a cooperative learning group exercise, distribute individual slides or sets. Each student or group is responsible for a one-paragraph description of each slide that includes historic, political, economic, and social data. At the next class meeting put the numbered slides back in the tray. As each slide is shown have students give their interpretations. While the image is on the screen, ask other students to provide additional information and ideas.

Today's generation of German children face a future in a new Europe marked by a Wind of Change.

This follow-up activity works well when one class (German language)

produces the program and another classroom (social studies) views it.

Social studies students, after viewing the "Wind of Change," discuss the meaning of the song and analytically break down each slide in the program. Some lively debate between media developers and their audience may spark when both groups state rationales for whether or not the chosen images were appropriate representations.

Dual Screen Imagery

If one slide image is effective why not try two! Two slide projectors (four if you use a dissolve unit) should be arranged to illuminate twin projections on a single large screen. Dual images do not necessarily have to appear during the entire program but can create interesting visual complements and/or comparisons. Follow-up questions that ask students to state how these slides relate to each other can be specific or open-ended.

One More Verse

As a culminating activity have students author an additional verse to "Wind of Change." Reflective of their impressions of a newly united Germany, this new verse should structural be in alignment with the original song. Once that task is completed have students describe the type of slides that they would use with their verse. After each student or working group has shared their ideas, have the class identify common themes that apply to the situation in present day Germany.

"Wind of Change" is one song. The strategies identified with it are generic and can be used with equal success with other songs or other types of music in both German language and social studies classrooms. □

"Wind of Change" is available at record stores nationwide. Just ask for *Scorpions: "Crazy World"* on:

Compact disk No. 846 908-2
Cassette tape No. 846 908-4
or
PolyGram Video No. 083 621-3

Europa Center

When contemporary Germany is the suggested common focus a common focus in cooperative enterprises with social studies teachers, it is imperative that it be addressed within the larger framework of Europe. You cannot look at one without the other. Germany is the key actor in the emerging European Community. Conversely, to look at economic union without the Federal Republic is to ignore the impact of the E.C.'s most powerful producer.

1992 is a watershed in world history. The unification of twelve sovereign nations into a single economic block heralds a new united Europe with a punch. With over 320 million participants and diverse natural resources, the E.C. is a formidable power taking center stage in both regional and international arenas.

"Europa Center" is a strategy that focuses on that developing economic giant. Its goal is to familiarize students in both German language and social studies classrooms with the make up of and challenges facing committed governments who plan to complete by 1992 the creation of a single European market.

This fundamental change in the economic structure of Europe necessitates increased student awareness of this multinational dimension in a united European community. The impact of the E.C. on global employment, international trade and investment warrants a collective effort in understanding the vital role which the E.C. will play in the lives of our students in the twenty-first century. It will also reinforce the practical value of European language study for successful participation in transatlantic trade and commerce.

"Europa Center" helps students understand the leadership role that a united German Republic plays in European integration and the unique position it holds relative to democratization in Eastern Europe. Anchored in the geographical center of Europe, Germany has historically had economic, political, and cultural windows that were and will remain open to Budapest as well as Brussels.

"Europa Center" is an adaptable strategy. It can be employed in one classroom or twenty. At the grandest scale, "Europa Center" is an interdepartmental activity that involves each social studies and European language

Graffiti on the Berlin Wall reminds us of a barrier to freedom that was viewed by many as a microcosm of cold war conflict.

classroom. More limited in scope, it is a series of lessons that can tie individual classrooms together in cooperative inquiry.

The major premise of "Europa Center" is that participating classes, or groups of students, become resource banks for member nations of the European Community. The students are responsible for corresponding with their country's information centers to receive position statements and relevant data on economic conditions. These written requests for reproducible materials are mailed several weeks prior to the scheduled "European Community Awareness Week." The valued, updated information provided, along with material gleaned from library research, form the basis for student one-page summaries on such topics as their country's:

- population profile
- standard of living
- exports/imports
- working conditions and wages
- energy, technology and the environment
- finance and investment

The assignment of a class or student group to a particular country can be based on interest, random selection, or target language. Correspondence by second language classes in German, French, Spanish, and Italian can be a valuable learning experience in acquiring desired data. The following addresses identify resource centers that will supply background information on their country's economy and role in a united Europe.

BELGIUM

Belgian Consulate
Information Service
50 Rockefeller Plaza
Suite 1104
New York, NY 10020
(212) 586-5110

Belgian-American
Chamber of Commerce
Empire State Building
350 Fifth Avenue, Suite 703
New York, NY 10118
(212) 967-9898

DENMARK

Danish Consulate
Information Office
825 Third Avenue
New York, NY 10022
(212) 980-6240

Danish-American
Chamber of Commerce
825 Third Avenue
New York, NY 10022
(212) 223-4545

FRANCE

French Embassy
Cultural Service
4101 Reservoir Road
Washington, DC 20007
(202) 944-6000

French-American
Chamber of Commerce
409 Madison Avenue
New York, NY 10022
(212) 371-4466

Seventh grade students in a social studies class in Munich examine the impact of European integration on their future lives.

GERMANY

German Information Center
24th floor
950 Third Avenue
New York, NY 10022
(212) 888-9840

German-American
Chamber of Commerce
666 Fifth Avenue
New York, NY 10103
(212) 974-8830

GREAT BRITAIN

British Information Services
845 Third Avenue
New York, NY 10022
(212) 752-8400

British-American
Chamber of Commerce
275 Madison Avenue
New York, NY 10016
(212) 889-0680

GREECE

Embassy of Greece
2221 Massachusetts Ave. N.W.
Washington, DC 20008
(202) 939-5800

IRELAND

Embassy of Ireland
2234 Massachusetts Ave. N.W.
Washington, DC 20008
(202) 462-3939

ITALIA

Embassy of Italy
1601 Fuller Street N.W.
Washington, DC 20009
(202) 328-5500

LUXEMBOURG

Embassy of Luxembourg
2200 Massachusetts Ave. N.W.
Washington, DC 20008
(202) 265-4171

NEDERLAND

Royal Embassy of Netherland
4200 Linnean Ave. N.W.
Washington, DC 20008-3895
(202) 244-5300

PORTUGAL

Embassy of Portugal
2125 Kalorama Road
Washington, DC 20008
(202) 328- 8610

SPAIN

Embassy of Spain
2700 15th Street N.W.
Washington, DC 20009
(202) 265 -0190

Useful addresses for additional information:

EUROPEAN COMMUNITY OFFICES IN THE US:

Delegation of the Commission of the European Communities
Press and Public Affairs
2100 M Street NW, 7th Floor
Washington, DC 20037
(212) 862-9500

European Community Office of Press and Public Affairs
3 Dag Hammarskjold Plaza
305 East 47th Street
New York, NY 10017
(212) 371-3804

students to use. Attractive, informative bulletin boards, student summary sheets, and reproduced handouts are available for students' utilization in completing a common assignment.

"Europa Center" is <u>not</u> designed to be an in-depth study of European integration. It is meant to enhance exposure to Europe and to complement a current events focus in social studies and European language classes. "European Community Awareness Week" brings individual classroom inquiry together under a single umbrella. It is expected that students visit these "Europa Centers" before, after school, or during their lunch time break. During the centers' open hours, students are responsible for manning each classroom and for assisting their peers with the completion of an assigned comparison chart. Attending students answer questions and help visitors to collect and process the requested information about

The completed data sheet is a valuable resource in reinforcing the major role played by the Federal Republic of Germany in the European Community and in the global marketplace.

European Community Member	*Member Since*	*Population*	*Gross National Product*	*Per Capita Income*	*Imports*	*Exports*	*Trading Profile*
Germany							
Portugal							
Italy							
Ireland							
Denmark							

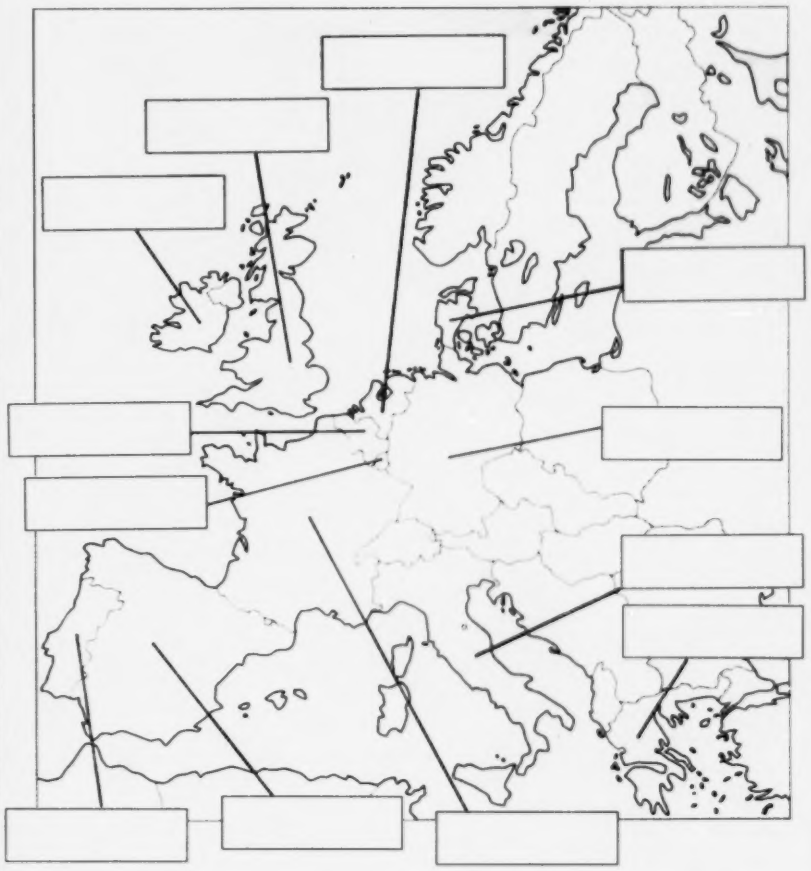
During the allotted weeks participating students turn classrooms into "Information Centers." Each classroom is decorated to portray that country. The German classroom becomes the German Information Bureau. A Spanish classroom becomes Spain; a social studies room, Luxembourg; a world history class, Denmark. The social studies and foreign language wings of your building become European Centers of Information about a continent in change.

The interior motif of each center may be different but there are similar sources of information that are accessible for the twelve members of the European Community.

The data needed to complete a comparison chart (as shown in the example above) are found on display, or available in handouts, at each of the Europa Centers. In most need of student analysis and interpretation is the category labeled "Trading Profile." Students in this section must identify where exports are going and from where imports are coming. Has there been a marked difference since membership in the European Community was established?

Another important component of "European Community Awareness Week" are the <u>short</u> daily activities (described on the following pages) that address specific aspects of E.C.'s history and composition. They answer the traditional who, where, what, why, and how questions. Each lesson takes about 20 minutes to complete. To add a European flair, the initial lesson is in German. When a student finishes this series of four activities, he/she will be able to answer the question "What is the European Community?" as well as related questions, such as who, where, when, and how ...

Wie heissen die Länder?



ENGLISH	GERMAN
1. Belgium	Belgien
2. Denmark	Dänemark
3. France	Frankreich
4. Germany	Deutschland
5. Great Britain	Grossbritanien
6. Greece	Griechenland
7. Holland	Holland
8. Ireland	Irland
9. Italy	Italien
10. Luxembourg	Luxemburg
11. Portugal	Portugal
12. Spain	Spanien

Activity One
(Identifying the Who and the Where)

Using the unlabeled map above, have students working in small groups identify, from prior knowledge, the location of the twelve European Community countries. Utilizing an overhead transparency, have individual students volunteer to label the correct name and place locations.

After each student map has been properly labeled, hand out the list of twelve license plate abbreviations used in the European Community. Have them guess the meaning. After making the correct association in English, give them the German language equivalent. (See list above.)

NL	D	DK
B		
L	GB	IRL
F		
E		
P	I	GR

Activity Two
(Historical Background to Integration: Establishing the When)

A simple way to teach chronology is to complete a time line that identifies steps in the evolution of the European Community. Distribute the following time line and use explanations on the following page.

Time Line of European Economic Union

1950
1951
1957
1965
1972
1973
1979
1981
1986
1987
1990
1992

Have students link significant events in European economic union with the dates given in the time line. Teacher-directed questions should emphasize the evolution and progressive development of integration. Students need to understand that economic unity is the result of four decades of cooperation tempered by debate, frustration, and compromise. 1992 is the culmination of a blueprint for collective action and not a spontaneous knee-jerk reaction to rapidly changing events in Eastern Europe.

1950 - French Foreign Minister Robert Schuman introduces the model for modern European economic union with a proposed merging of basic industries.

1951 - The European Coal and Steel Community (ECSC), the forerunner of the Economic Community (E.C.), was established when six nations - Belgium, France, the Federal Republic of Germany, Italy, Luxembourg, and the Netherlands - signed the Treaty of Paris.

1957 - Treaties of Rome establish the European Economic Community (EEC) and European Atomic Energy Community (Euratom).

1965 - Six sign treaty merging ECSC, EEC, and Euratom.

1972 - Norwegian entry into the European Community is rejected by referendum.

1973 - The original six nation community expands to nine members with the addition of the United Kingdom, Ireland, and Denmark.

1979 - First direct elections by member states in choosing the European Parliament.

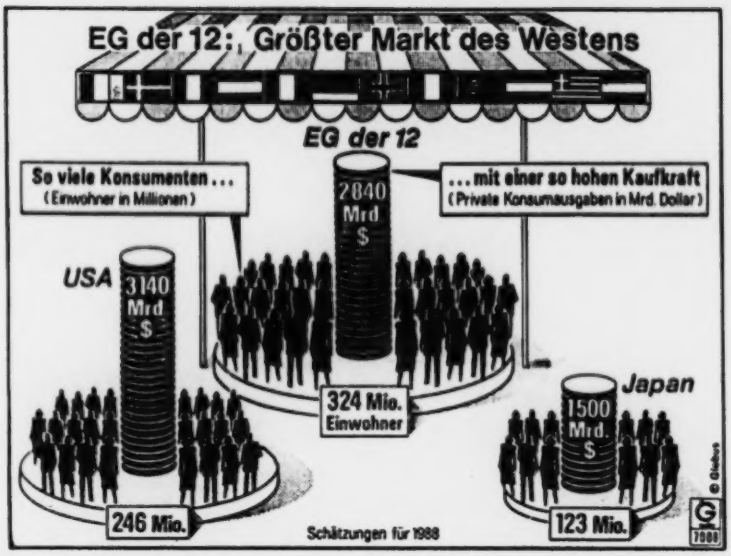
1981 - Greece joins the European Community.

1986 - Portugal and Spain become members of the Community.

1987 - "Single Act" treaty aims to create a Europe without frontiers by 1992 - free movement of people, goods, and related services.

1990 - The Maastricht Treaty aims at political union and a single currency.

1992 - Target date for a single European marketplace. All boundery limitations are removed by this time.



The twelve member states of the European Community (EC) represent the largest consumer market in the West. Above is a comparison with population size and private buying power of the US and Japan. (Figures for 1988)

Activity Three
(The Why of European Unity)

Jacques Delors, President of E.C. Commission, on the 30th anniversary of the signing of the Treaty of Rome concluded:

"After a long history of fratricidal wars, Europe has made a clear and deliberate choice in favor of peace, understanding and permanent dialogue, thanks to the European Community. Europe is now committed to a difficult but patient search for common solutions for a henceforth common future."

Have your students interpret the significance of this conclusion in understanding Europe in the twenty-first century.

On a more pragmatic level, have students brainstorm for advantages gained from a single European market. A partial listing of assumptions given by students would include:

- *"internal market will enable European countries to grow together"*
- *"huge market for goods and services"*
- *"coordinated trading policy with both industrial countries and the developing world"*
- *"offers support to Europe's poorest areas"*
- *"promotes free trade"*
- *"this will help to modernize Europe agriculture"*
- *"new jobs"*
- *"will increase economic and technological competitiveness with USA and Japan"*
- *"trade barriers will be removed"*
- *"will improve social benefits for all citizens and may help to combat unemployment"*
- *"a strong community is a factor for world peace"*
- *"hopefully this will improve environmental protection and result in a common energy policy"*
- *"competition will increase with rules ensuring equal access to member markets"*
- *"people will be able to move, live and work wherever they like within the community"*

If time permits you may also want to explore with your social studies or German language students possible disadvantages associated with economic union.

As a culminating activity have each student summarize in one paragraph a rationale for the formation of the European Community.

Activity Four
(How Does It Work)

Ask your students to refer to the map they completed during Activity One. Utilizing the corresponding European outline transparency, the teacher makes three dots where the capitals of the European Community are located. Students are asked to identify each. Based on previous knowledge, teacher input, or atlas reference, students identify the location of Brussels, Strasbourg, and Luxembourg.

"The Week in Germany", a publication of the German Information Center, in its December 13, 1991 edition gave a capsule summary of the four most important institutions in the E.C. Discuss the function of each and have your students associate the European capital with the E.C. institution and function.

- **Brussels** - Council for Ministers - Executive
- **Strasbourg** - European Parliament - Legislative
- **Luxembourg** - Court of Justice - Judicial

European Community: Institutions at a Glance

The **COUNCIL OF MINISTERS**, which convenes in Brussels and Luxembourg, makes the major policy decisions of the EC. It is composed of one representative of each of the twelve national governments at ministerial level, who change according to the nature of the issue to be addressed. Presidency of the Council is on a six-month rotation. The Council can deal only with European Commission proposals. Unanimity is required for certain important decisions; for issues decided by majority vote, 54 votes out of a total of 76 are needed to approve a proposal. Germany, the U.K., Italy, and France have ten votes each; the others have between two and eight.

The **EUROPEAN COMMISSION** initiates proposals to the Council of Ministers, implements EC policies, and ensures that EC rules and principles are observed. Each country nominates members to serve four-year terms; the Commission is composed of 17 representatives, two each from Germany, Spain, France, Italy, and Great Britain, and one from each of the remaining seven countries. The Commission has wide powers of its own in some areas, such as price controls for coal and steel; in other areas, it operates under instructions from the Council. The Commission also manages the funds and policies that account for most of the EC budget.

The **EUROPEAN PARLIAMENT**, which meets in Strasbourg, France, has 518 deputies with 81 each from the four most populous countries: Germany, Italy, France, and Great Britain; the other countries have between six (Luxembourg) and 60 deputies (Spain). The Parliament comments on Commission proposals, but its only non-consultive function is that of adopting or rejecting the EC budget. Also, it must ratify all international agreements and any expansion of the Community.

There is a multinational dimension in the European Community.

The **COURT OF JUSTICE**, based in Luxembourg, has 13 judges and is the highest legal authority in the EC. The court can repeal any measure adopted by an EC body that is incompatible with the EC's founding treaties, at the request of an EC member. At the request of a national court, it can pass judgment on the interpretation or validity of Community law.

After completing activities one through four, students should have an overall understanding of the make up, location, goals, and organizational structure of the emerging European Community. Taught in conjunction with functioning "Europa Centers", European Awareness Week blends a general exposure to economic union, with member country specificity on matters related to production, trade, and commerce.

The Palais de l'Europe in Strasbourg, where the plenary sessions of the European Parliament are held.

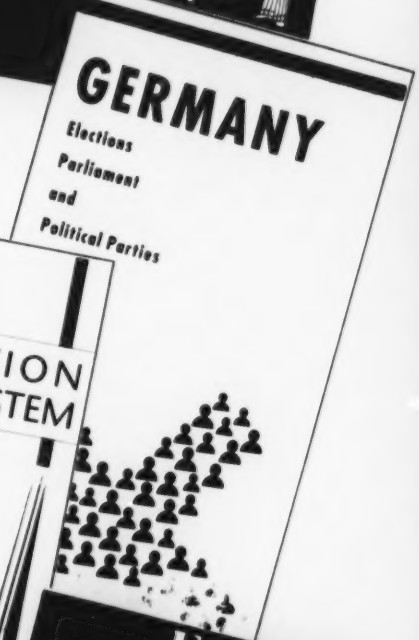
Warning... There is a tendency, when students complete these activities, to define Europe within a western and central continent mind-set. In analyzing German participation in the new Europe this is a misconception. Granted Germany has paid the lion's share of EC bills, and ships 2/3's of her industrial exports to member countries, yet -- and this must be emphasized -- Germany looks east as well as west with cultural, political, and economic ties that rival those with the established democracies.

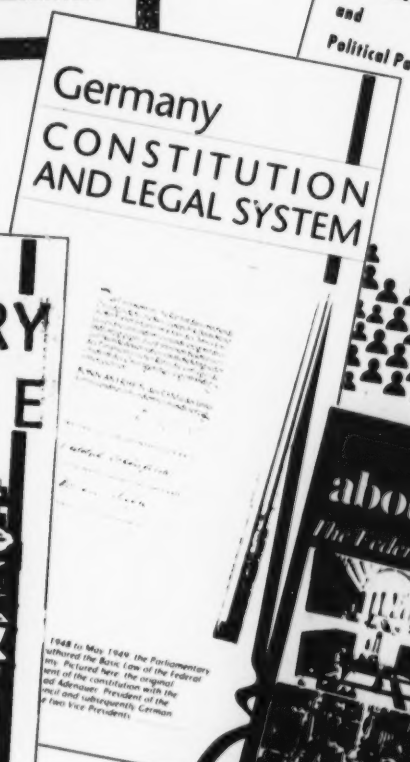
Make It Work! Tip

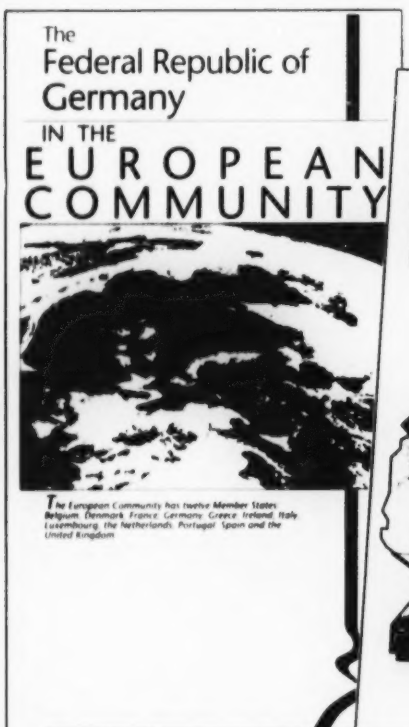
Approach your building principal with the idea of developing a series of building themes related to significant events associated with 1992. Point out to him/her that just as the Quincentenary of the Columbus voyage examines the European discovery of the Americas, 1992 offers a chance for our students to analyze the opportunities presented by a new Europe. Attention should be drawn to the connection between Columbus' voyages of discovery 500 years ago and the students' discovery of the currently evolving new economic and political order in Europe.

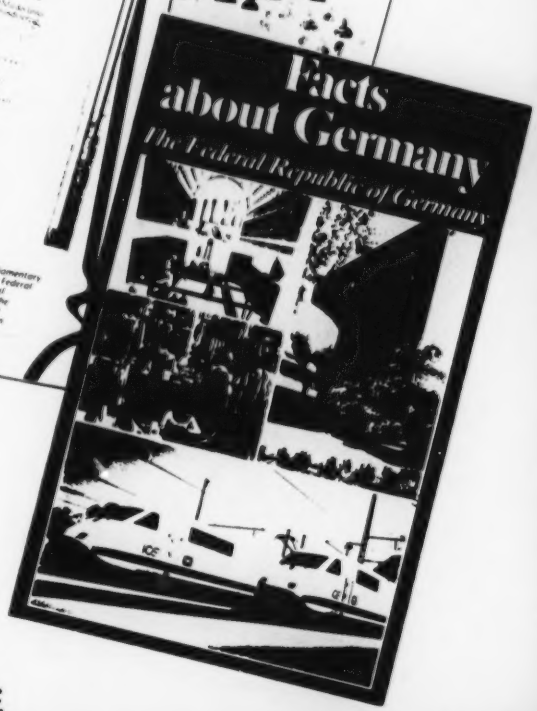
The "Europa Center" concept can provide the central, cross-departmental exposure needed to show students and the school community the importance of a twenty-first century new world. □

MEET UNITED GERMANY
(2 Volumes: Perspectives and Handbook 1991/92) can be ordered for $ 15.00 from:
American Association of Teachers of German
112 Haddontowne Court, Suite 104
Cherry Hill, NJ 08034









With the exception of "Meet United Germany", all these brochures can be obtained free of charge from:
German Information Center
950 Third Avenue
New York, NY 10022
Tel.: (212) 888 9840

BEST COPY AVAILABLE

The Federal Republic of Germany

BEST COPY AVAILABLE